



# AKS

ACADEMIC KNOWLEDGE AND SKILLS  
GWINNETT COUNTY PUBLIC SCHOOLS

## 3RD GRADE 2019–20 COMPLETE AKS

Gwinnett’s curriculum for grades K–12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies for elementary school students. Gwinnett’s AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spells out the essential things students are expected to know and be able to do in that grade or subject. The AKS offers a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, technology, and instructional resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills curriculum was developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools’ mission statement:

*The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.*

In this booklet, you will find a complete list of the AKS for 3rd grade. We encourage you to talk to your child about what he or she is learning.

**WELCOME TO 3RD GRADE!**





## **About the Academic Knowledge and Skills (AKS) Curriculum**

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Mathematics, Language Arts, Science, and Social Studies for elementary students. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement. The AKS curriculum is aligned with state-mandated standards, assuring that students are prepared for state tests in core subjects for grades 3–5, part of the Georgia Milestones Assessment System (Milestones).

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

## **About Testing in 3rd Grade**

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. The Georgia Department of Education has implemented the Georgia Milestones Assessment System (Georgia Milestones) which is a comprehensive assessment program. Students in grade 3 take an end-of-grade assessment in Language Arts and Mathematics. Learn more about testing on the GCPS website, or talk to your child’s teacher.

## **Notes about this Booklet**

- This book includes the AKS for 3rd grade. AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all elementary school grade levels (K–5) as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us). From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their student’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book later in the year.

## Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

## Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 3rd grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



## Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us).
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

## Share these Keys to School Success with Your Child

- ➔ **Be prepared each day.** Have the needed materials and assignments for each class.
- ➔ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ➔ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ➔ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ➔ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ➔ **Study** for every test and quiz.
- ➔ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ➔ **Get involved** in at least one extracurricular activity.

## 3rd Grade Language Arts

### Language Arts

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#### A - Reading Literary Text

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- determine the meaning of words and phrases both literal and non-literal as they are used in a text
- refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- distinguish their own point of view from that of the narrator or those of the characters
- explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3

#### B - Reading Informational Text

- ask and answer questions to demonstrate 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 technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- distinguish their own point of view from that of the author of a text

## 3rd Grade Language Arts

### **B - Reading Informational Text** *(continued)*

- use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
- compare and contrast the most important points and key details presented in two texts on the same topic
- read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3

### **C - Reading Foundation**

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

### **D - 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
- produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults
- conduct short research projects that build knowledge about a topic
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### **E - Speaking and Listening**

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

### **3rd Grade Language Arts**

#### **E - Speaking and Listening** *(continued)*

- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

#### **F - Language**

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
- demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
- acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

## Mathematics

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### A - Operations and Algebraic Thinking

- interpret products of whole numbers, [e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each (e.g., describe a context in which a total number of objects can be expressed as  $5 \times 7$ )]
- interpret whole-number quotients of whole numbers (e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares; how many are in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each; how many groups can you make? (e.g., describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ )
- apply multiplication and division within 100 (products or dividends 0 - 100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division (e.g., determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ;  $5 = ? \div 3$ ,  $6 \times 6 = ?$ )
- apply commutative, associative, and distributive properties as strategies to multiply and divide (e.g., if  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known (commutative property of multiplication);  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$  (associative property of multiplication), knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , then one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$  (distributive property))
- understand division as an unknown-factor problem (e.g., find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8)
- fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ , or properties of operations) 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. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (order of operations)

## 3rd Grade Mathematics

### A - Operations and Algebraic Thinking *(continued)*

- identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends)

### B - Number and Operations in Base Ten

- use place value understanding to round whole numbers to the nearest 10 or 100
- add and subtract fluently within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations

### C - Number and Operations: Fractions

- understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts (unit fraction); understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$  (e.g.,  $3/4$  means there are three  $1/4$  parts, so  $3/4 = 1/4 + 1/4 + 1/4$ )
- recognize a fraction as a number on the number line; represent fractions on a number line diagram
- represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into " $b$ " equal parts; recognize that each part has size  $1/b$ . Recognize that a unit fraction  $1/b$  is located  $1/b$  whole unit from 0 on the number line
- represent a non-unit fraction  $a/b$  on a number line diagram by marking off " $a$ " lengths  $1/b$  (unit fractions) from 0 and recognize that the resulting interval has size  $a/b$  and that its endpoint locates the non-unit fraction  $a/b$  on the number line
- explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size
- recognize 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 with denominators of 2, 3, 4, 6, and 8. (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ); explain why the fractions are equivalent by using a visual fraction model
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form  $3 = 6/2$  (3 wholes is equal to six halves); recognize that  $3/1 = 3$ ; locate  $4/4$  and 1 at the same point of a number line diagram)

### 3rd Grade Mathematics

#### C - Number and Operations: Fractions *(continued)*

- 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 and record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$

#### D - Measurement and Data

- tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram, drawing a pictorial representation of a clock face, etc.)
- 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 that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem)
- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets)
- generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters
- recognize area as an attribute of plane figures and understand concepts of area measurement
- use words, pictures and/or numbers to show that "unit square" is a square with a side length of 1 unit, has an area of one square unit, and can be used to measure area of plane figures
- demonstrate that a plane figure which can be covered without gaps or overlaps by "n" unit squares is said to have an area of "n" square units
- measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units)
- relate area to the operations of multiplication and addition
- find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths
- multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning
- use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ ; use area models to represent the distributive property in mathematical reasoning

### 3rd Grade Mathematics

#### D - Measurement and Data *(continued)*

- solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeters and different areas or the same areas with different perimeters

#### E - Geometry

- understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories
- partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (e.g., partition a shape into four parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape)

## Mathematics Grade 3 Enrichment

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### A - Operations and Algebraic Thinking

- interpret whole-number quotients of whole numbers, or as a number of shares when objects are partitioned into equal shares of objects; how many groups can you make?
- apply multiplication and division within 100 (products or dividends 0 - 100) to solve word problems in situations involving equal groups, arrays and measurement quantities
- apply commutative, associative, and distributive properties as strategies to multiply and divide (commutative property of multiplication);  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$  (associative property of multiplication), knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , then one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$  (distributive property))
- solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding; this standard is limited to problems posed with whole numbers and having whole number answers; students should perform operations in appropriate order according to the context of the problem
- identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations

### B - Number and Operations in Base Ten

- add and subtract fluently within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction

### C - Number and Operations: Fractions

- understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts (unit fraction); understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$
- represent a non-unit fraction  $a/b$  on a number line diagram by marking off " $a$ " lengths  $1/b$  (unit fractions) from 0 and recognize that the resulting interval has size  $a/b$  and that its endpoint locates the non-unit fraction  $a/b$  on the number line
- explain equivalence of fractions through reasoning with visual fraction models; compare fractions by reasoning about their size
- recognizes and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8.; explain why the fractions are equivalent by using a visual fraction model
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers

## 3rd Grade Mathematics

### D - Measurement and Data

- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs
- use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ ; use area models to represent the distributive property in mathematical reasoning
- tell and write time to the nearest minute and measure elapsed time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes
- solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeters and different areas or the same areas with different perimeters

### E - Geometry

- understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category ; recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories

## 3rd Grade Science

### Science

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#### A - Physical Science

- obtain, evaluate, and communicate information about the ways heat energy is transferred and measured

#### B - Earth Science

- obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils
- obtain, evaluate, and communicate information on how fossils provide evidence of past organisms

#### C - Life Science

- obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats (mountains, piedmont, marsh/swamp, coast, Atlantic Ocean) found within geographic regions (Blue Ridge Mountains, Appalachian Plateau, Valley and Ridge, Piedmont, Coastal Plains) of Georgia
- obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment

## 3rd Grade Science

### Science Grade 3 Enrichment

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#### A - Content

- plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects
- use tools and everyday materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials
- plan and carry out investigations to describe properties of soils (i.e., color, texture, capacity to retain water, and ability to support growth of plants) and soil types (i.e., sand, clay, loam)
- make observations of the local environment to construct an explanation of how water and wind have made changes to soil and rocks over time
- construct an explanation to describe the relationship between the types of pollution and the impact of humans on the environment
- explore, research, and communicate solutions, such as conservation of resources and recycling materials, to protect plants and animals of Georgia
- construct an explanation using evidence of how external features and adaptations (i.e., camouflage, use of hibernation, protection, migration, mimicry) of animals allow them to survive in their habitat
- use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another
- construct an explanation to communicate what will happen to an organism if a habitat is manipulated or changed (e.g., destruction of forests, advancement of technology, effects of migration)

## 3rd Grade Science

### **STEM Exploratory/Grade 3**

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#### **A - Technology, Programming, and Robotics**

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into ordinary language; explain how a particular program functions
- modify and create animations, and present work to teammates
- implement problem solutions using a programming language, including sequence, iteration (i.e., simple and nested loops), and conditional statements

#### **B - Science**

- obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
- obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils
- obtain, evaluate, and communicate information about the effects of pollution (e.g., air, land, and water) and humans on the environment

#### **C - Math**

- apply multiplication and division within 100 (products or dividends 0-100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent five pets)

### 3rd Grade Science

#### C - Math *(continued)*

- solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding; this standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (order of operations)

## 3rd Grade Social Studies

### Social Studies

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#### A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location

#### B - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts

## **3rd Grade Social Studies**

### **B - Information Processing Skills** *(continued)*

- draw conclusions and make generalizations
- analyze graphs and diagrams
- translate dates into centuries, eras, or ages

### **C - American Indians**

- compare and contrast early Native American/ American Indian cultures and their development in North America

### **D - Exploration of North America**

- describe European exploration in North America

### **E - Colonial America**

- explain the factors that shaped British Colonial America

### **F - Geography of America**

- locate major topographical features on a physical map of the United States
- locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe
- describe how physical systems affect human systems

### **G - American Government**

- describe the elements of representative democracy/republic in the United States

### **H - Civics**

- explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic

### **I - Personal Finance/Economics**

- define and give examples of the four types of productive resources
- explain that governments provide certain types of goods and services in a market economy (e.g., schools, libraries, roads, police and fire protection, and military) and pay for these through taxes
- give examples of interdependence and trade and explain the benefits of voluntary exchange
- explain the concept of opportunity cost as it relates to making a saving or spending choice

## 3rd Grade ESOL

# English to Speakers of Other Languages (ESOL)

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### A - Reading Foundations

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and non-fiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

### B - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

## 3rd Grade ESOL

### **B - Vocabulary Development** *(continued)*

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

### **C - Social and Instructional Language**

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

### **D - Writing**

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

### **E - Grammar and Conventions**

- use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

### **3rd Grade ESOL**

#### **E - Grammar and Conventions** *(continued)*

- use and apply English syntax with increasing accuracy to create phrases and sentences based on level of English

#### **F - United States Culture and Values**

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe American national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

## 3rd Grade Fine Arts

### Dance 3

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#### A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

#### B - Performing

- identify and demonstrate movement elements, skills, technique, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts in dance

#### C - Responding

- demonstrate critical and creative thinking in dance

#### D - Connecting

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

## 3rd Grade Fine Arts

### General Music 3

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#### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

#### B - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

#### C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

#### D - Connecting

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

## 3rd Grade Fine Arts

### Media Art Grade 3

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#### A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

#### B - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

#### C - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

#### D - Connecting

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

## 3rd Grade Fine Arts

### Theatre Arts

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#### A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

#### B - Performing

- act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

#### C - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

#### D - Connecting

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

## 3rd Grade Fine Arts

### Visual Arts

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#### A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, processes, and concepts of two-dimensional art
- understand and apply media, techniques, processes, and concepts of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

#### B - Presenting

- plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist

#### C - Responding

- use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy

#### D - Connecting

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines (e.g. math, science, ela, social studies) to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

## 3rd Grade Foreign Language

### **Modern Languages Level A**

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#### **A - Basic Oral and Listening Communication**

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B - Vocabulary Development**

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### **C - Culture**

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

### **3rd Grade Foreign Language**

#### **C - Culture** *(continued)*

- explore significant people from the target language cultures

#### **D - Connections, Comparisons, and Communities**

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

## 3rd Grade Foreign Language

### **Modern Languages Level B**

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#### **A - Basic Communication**

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

#### **B - Culture**

- locate and name target language countries on a map or globe

### **3rd Grade Foreign Language**

#### **B - Culture** *(continued)*

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

#### **C - Connections, Comparisons, and Communities**

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

## 3rd Grade Health and PE

### Health

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#### A - First Aid

- comprehend concepts related to health promotion and first aid to enhance health

#### B - Safety

- comprehend concepts related to health promotion and safety to enhance health
- demonstrate the ability to access valid safety information and products and services to enhance health
- demonstrate the ability to practice health-enhancing safety behaviors and to avoid or reduce health risks

#### C - Personal Care

- comprehend personal care concepts, related to health promotion and disease prevention, to enhance health
- demonstrate the ability to use goal-setting skills to enhance health

#### D - Disease Prevention

- comprehend concepts related to health promotion and disease prevention to enhance health

#### E - Tobacco, Alcohol, and Other Drugs

- comprehend healthy concepts, related to tobacco, alcohol, and drugs, to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to tobacco, alcohol and drugs
- demonstrate the ability to use decision-making skills related to tobacco, alcohol, and drug use, to enhance health

#### F - Nutrition

- comprehend nutritional concepts related to health promotion
- analyze the influence of culture and media/technology, related to food choices, on health behaviors

#### G - Emotional Expression/Mental Health

- comprehend concepts related to health promotion and disease prevention to enhance mental health
- demonstrate the ability to use interpersonal communication skills to enhance mental health and to avoid or reduce health risks

### **3rd Grade Health and PE**

#### **G - Emotional Expression/Mental Health** *(continued)*

- demonstrate the ability to use goal-setting skills to enhance mental health
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks

#### **H - Family Life**

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- recognize the importance of discussing health issues with one's family to advocate for personal, family, and community health

#### **I - Anatomy and Physiology**

- comprehend anatomical concepts, related to health promotion and disease prevention, to enhance health

## 3rd Grade Health and PE

### Physical Education

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#### A - Fitness

- participate regularly in physical activity in order to achieve a healthy level of physical fitness
- achieve and maintain a health-enhancing level of physical fitness

#### B - Motor Skills and Movement Patterns

- demonstrate competency in motor skills and movement patterns needed to perform a variety of activities

#### C - Movement Concepts and Principles

- demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

#### D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical-activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction





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