

3rd Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

3RD GRADE

1st Quarter (First Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p>AKS 1-19 Ongoing</p> <p><u>Unit 1 Data Analysis</u> 63 create line plot graphs 64 analyze and solve problems involving tables, tally charts, Venn diagrams, pictographs, and bar graphs with scale increments of 1, 2, 5, and 10</p> <p><u>Unit 2 Number Sense</u> 57 use properties of +/-; counting back change with fewest coins</p> <p><u>Unit 3 Multiplication</u> 24 explain relationship between +/x 56 describe and extend patterns in a table/graph 58 identify and apply properties of multiplication 59 identify and apply properties of 0 and 1</p>	<p>AKS 1-7 Ongoing</p> <p><u>Habitats</u> 12) investigate the habitats of different organisms and the dependence of organisms on their habitat 12a) differentiate among the habitats of Georgia (mountains, marsh/swamp, coast, piedmont, Atlantic Ocean) and the organisms that live there 12b) identify features of green plants that allow them to live and thrive in different regions of Georgia 12c) identify features of animals that allow them to live and thrive in different regions of Georgia 12d) explain what will happen to an organism if the habitat is manipulated/changed</p> <p><u>Pollution and Environment</u> 13) explain the effects of pollution and humans on the environment 13a) explain the effects of pollution (littering) to the habitats of plants and animals 13b) identify ways to protect the environment such as conservation of resources and recycling of materials 13c) identify various substances that contribute to the pollution of water and air and to the contamination of our environment 13d) explain how technology has altered the environment</p>	<p>AKS 1-22 Ongoing</p> <p><u>Topographical Features on a Map</u> 24 use a map to locate places</p> <p><u>Roots of Our Democracy</u> 23 explain the political roots of our modern democracy in the United States of America 25 explain the importance of the basic principles that provide the foundation of a republican form of government</p> <p><u>Paul Revere</u> 30 discuss the life of Paul Revere and his efforts to expand people's rights and freedoms 31 describe the cultural and geographic systems associated with Paul Revere 32 describe how Paul Revere displayed positive character traits</p> <p align="right"><i>Note: Indicators of Achievement are taught with all AKS</i></p>

LANGUAGE ARTS

<i>Genre: Fiction (narrative, realistic fiction, fantasy)</i>	<i>Genre: Fictional Narrative/Response to Literature</i>
<p><u>Listening/Speaking/Viewing:</u> 4 use oral language entertain 8 adapt oral language to fit the situation by following the rules of conversation</p> <p><u>Reading:</u> 24 author's purpose (entertain) 38 read grade-level text with accuracy, appropriate speed, and expression at a rate of 120 words correct per minute</p> <p><u>Word Study:</u> 45 use knowledge of Greek and Latin roots to read new words and determine their meanings (ex-, dem)</p>	<p><u>Writing:</u> 54 speak and write in complete and coherent sentences 55 simple and compound sentences 58 cursive handwriting 63 quotation marks to punctuate dialogue 2010-1 identify and use adverbs correctly 2010-2 use declarative, interrogative, imperative, and exclamatory sentences</p> <p><u>Narrative:</u> 80 capture a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view 81 descriptive adjectives and verbs to communicate setting, character, and plot 82 sensory details and other literary language to communicate setting, character, and plot 83 develop characters through action and dialogue 84 incorporate story elements, including setting, characters, and problem and solution (plot) in writing</p> <p><u>Response to Literature:</u> 91 response to literature 92 develop a point of view 93 make connections (text-to-self, text-to-text, text-to-world) 94 organizational structures (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end)</p> <p><u>Reference/Study Skills:</u></p>

3RD GRADE

2nd Quarter (Second Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p><u>Unit 4 Conceptual Division</u> 29 explain the relationships between $+/\times$ and $-/\div$ 30 recognize and explain models of division 31 recognize division problem solving 32 explain the meaning of remainders 60 use symbols and unknowns 61 demonstrate equivalent relationships</p> <p><u>Unit 5 Geometry</u> 41 draw and classify triangles to include scalene, isosceles, and equilateral 42 identify polygons 43 identify and compare angles 44 identify center, diameter and radius</p>	<p><u>Rocks, Minerals & Soil</u> 8) investigate the physical attributes of rocks and soils 8a) compare and contrast rocks and minerals 8b) determine the physical attributes of rocks and minerals using observations (shape, color, and texture), measurements, and simple tests (hardness) 8c) compare and contrast the texture, particle size and color in top soils (clay, loam, potting soil, sand) using observational skills 8d) classify rocks according to the manner in which they formed (igneous, sedimentary, metamorphic) 8e) determine how water and wind can change rocks and soil over time using observation and research</p>	<p><u>Susan B. Anthony</u> 36 discuss the life of Susan B. Anthony and her efforts to expand people's rights and freedoms 37 describe the cultural and geographic systems associated with Susan B. Anthony 38 describe how Susan B. Anthony displayed positive character traits</p> <p><u>Frederick Douglass</u> 33 discuss the life of Frederick Douglass and his efforts to expand people's rights and freedoms 34 describe the cultural and geographic systems associated with Frederick Douglass 35 describe how Frederick Douglass displayed positive character</p> <p><u>Mary McLeod Bethune</u> 39 discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms 40 describe the cultural and geographic systems associated with Mary McLeod Bethune 41 describe how Mary McLeod Bethune displayed positive character traits <i>Note: Indicators of Achievement are taught with all AKS</i></p>
LANGUAGE ARTS		
<p style="text-align: center;"><i>Genre: Non-fiction</i></p> <p><u>Listening/Speaking/Viewing:</u> 4 use oral language to inform</p> <p><u>Reading:</u> 17 explicit, implicit information 19 summarize/paraphrase stories and relate setting 20 summarize important ideas in informational text 24 author's purpose (inform) 30 titles, table of contents, and chapter headings to locate information</p> <p><u>Word Study:</u> 41 distinguishing between and spell correctly -synonyms, antonyms, homophones, and homographs 45 use knowledge of Greek and Latin roots to read new words and determine their meanings (sub-, -er, -est, graph)</p>	<p style="text-align: center;"><i>Genre: Informational writing</i></p> <p><u>Writing:</u> 47 parts of a sentence (simple and compound subjects and predicates) 53 identify and use positive and comparative adjectives correctly</p> <p><u>Informational:</u> 85 include relevant examples, facts, anecdotes, and supporting details 86 use organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers) 87 use a variety of resources (e.g., books, periodicals, Internet, reference materials) to research and share information on a topic</p> <p><u>Reference/Study Skills:</u> 96 select and questions 97 locate information 98 take notes 99 gather and use a variety of resources (thesauri, encyclopedia, atlases, and almanacs)</p>	

3rd Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

3RD GRADE

3rd Quarter (Third Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p><u>Unit 6 Decimals/Fractions</u> 20 identify tenths thru ten thousands 21 model relative sizes 34 model and explain that a decimal fraction (i.e., 3/10) can be written as a decimal (i.e., 0.3) 35 model and explain a/b: a divided into b parts 36 model and explain a one-place decimal represents tenths 37 use fractions 38 estimate, model and explain +/- fractions 39 solve problems mentally and written with fractions with like denominators 40 name points on a number line w/decimals and fractions</p> <p><u>Unit 7 Elapsed Time</u> 45 determine elapsed time</p> <p><u>Unit 8 Measurement</u> 46 use kilometer and mile 47 measure length to ¼ in, ½ in, and mm 48 estimate length 49 compare one unit to another within a linear measurement system 50 represent perimeter 51 sum sides to determine perimeter 52 determine perimeter</p>	<p><u>Fossils</u> 9) investigate fossils as evidence of organisms that lived long ago 9a) investigate fossils by observing authentic fossils or models/replicas 9b) explain how fossils are formed and uncovered 9c) construct fossil models 9d) identify examples of extinct species and how scientists study them</p> <p><u>Heat</u> 10) explain how heat is produced and the effects of heating and cooling 10a) understand that a change in temperature indicates a change in heat 10b) categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another 10c) investigate how insulation affects heating and cooling 10d) investigate the transfer of heat energy from the sun to various materials 10e) use thermometers to measure the changes in temperature (hot, warm, cold) of water samples over time</p>	<p><u>Franklin Roosevelt</u> 42 discuss the life of Franklin Roosevelt and his efforts to expand people's rights and freedoms 43 describe the cultural and geographic systems associated with Franklin Roosevelt 44 describe how Franklin Roosevelt displayed positive character traits</p> <p><u>Eleanor Roosevelt</u> 45 discuss the life of Eleanor Roosevelt and her efforts to expand people's rights and freedoms 46 describe the cultural and geographic systems associated with Eleanor Roosevelt 47 describe how Eleanor Roosevelt displayed positive character</p> <p><u>Thurgood Marshall</u> 48 discuss the life of Thurgood Marshall and his efforts to expand people's rights and freedoms 49 describe the cultural and geographic systems associated with Thurgood Marshall 50 describe how Thurgood Marshall displayed positive character traits</p> <p><u>Lyndon B. Johnson</u> 51 discuss the life of Lyndon B. Johnson and his efforts to expand people's rights and freedoms 52 describe the cultural and geographic systems associated with Lyndon B. Johnson 53 describe how Lyndon B. Johnson displayed positive character traits</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>

LANGUAGE ARTS

<i>Genre: Persuasive, Poetry, drama</i>	<i>Genre: Persuasive</i>
<p><u>Listening/Speaking/Viewing:</u> 4 use oral language to persuade</p> <p><u>Reading:</u> 22 make and defend an opinion about a text 24 author's purpose (persuade) 25 first person and third person point of view 26 figurative language 28 variety of genres (fiction, non-fiction, drama, and poetry)</p> <p><u>Word Study:</u> 36 identify multiple meanings of words in text 42 metaphors, similes, common idioms, and figurative phrases 45 use knowledge of Greek and Latin roots to read new words and determine their meanings (il-, im-, in-, mov)</p>	<p><u>Writing:</u> 53 identify and use superlative adverbs correctly 59 periods to punctuate decimal numbers and abbreviations 60 commas (dates, addresses, and numbers > 999)</p> <p><u>Persuasive:</u> 88 state a clear position/opinion and develop a point of view 89 add supporting details with relevant examples, facts, and anecdotes 90 use appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie, and book reviews)</p> <p><u>Reference/Study Skills:</u> No new AKS introduced</p>

3rd Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

3 RD GRADE			4 th Quarter (Fourth Nine Weeks)		
<p align="center">MATHEMATICS</p> <p><u>Unit 9 Area</u> 53 represent area 54 model area by tiling 55 determine area 62 explain and apply formulas for perimeter/area</p> <p><u>Unit 10 Multiplication/Division</u> 23 use mental math and estimation to add, subtract, multiply, and divide 25 model multiplication fact 26 develop distributive property 27 model and explain the effect on the product when multiplying by 10 28 solve problems 33 divide 2- and 3- digit numbers by a 1- digit divisor</p> <p>CRCT Testing Preview 4th grade</p>	<p align="center">SCIENCE</p> <p><u>Magnets</u> 11) investigate magnets and their effect on common objects and other magnets (GPS, ITBS) 11a) investigate to find common objects that are attracted to magnets (GPS) 11b) investigate how magnets attract and repel each other (GPS) 11c) demonstrate that size and shape of a magnet do not determine strength 11d) distinguish between magnetic and nonmagnetic metals 11e) construct a temporary magnet and describe the process</p> <p><u>Extensions/Previewing</u></p> <p>Schools can choose to use this time to either extend content covered prior to the CRCT or begin to preview (or pre-teach) the subsequent course. Materials for previewing are available on the GCPS Science website (http://gwinnettk12online.net/).</p>	<p align="center">SOCIAL STUDIES</p> <p><u>Cesar Chavez</u> 54 discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms 55 describe the cultural and geographic systems associated with Cesar Chavez 56 describe how Cesar Chavez displayed positive character traits</p> <p><u>Our Economy/Personal Finance</u> 26 describe the four types of productive resources 27 explain that government provides certain types of goods and services in a market economy and pays for these through taxes 28 give examples of interdependence and trade and explain how voluntary exchange benefits both parties 29 describe the costs and benefits of personal spending and saving choices</p> <p>CRCT Testing Preview & Review</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>			
LANGUAGE ARTS					
<i>Genre: Fiction, Poetry</i>					
<p><u>Reading:</u> 24 Author's purpose (entertain)</p> <p><u>Word Study:</u> 45 use knowledge of Greek and Latin roots to read new words and determine their meanings (uni-, tri-, vis)</p> <p align="center"><i>Genre: Imaginative writing (poetry)</i></p> <p><u>Writing:</u> 57 formal and informal language exchanges (e.g., slang, colloquialisms, idioms) appropriately</p>					
<u>Reference/Study Skills:</u> No new AKS introduced					