



## STAFFORD COUNTY PUBLIC SCHOOLS

### Curriculum Overview Grade 3

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#### Course Description:

Reading continues to be a priority in third grade with exposure to a variety of literature, including classical, contemporary, and nonfiction. The student will use effective communication skills, reading comprehension strategies, and the writing process in all subjects. Mathematics instruction will emphasize problem solving, communicating, reasoning, making connections and using representations. Scientific investigations are conducted and the use of information to draw conclusions is emphasized. In history and social studies, the student will study the historic, geographic, economic, and legal foundations of America. Health education emphasizes personal responsibility, communication skills and home safety. Physical education will offer students the opportunity to develop efficient motor skills used in sports and fitness activities. In art and music students will begin to experiment with new materials and explore creative solutions to assignments.

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#### Essential Knowledge and Skills/Processes:

##### READING/ENGLISH:

- Use effective communication skills in group activities
- Listen attentively, ask and respond to questions, explain what has been learned
- Use correct grammar and contextually appropriate and specific vocabulary to communicate ideas
- Increase listening and speaking vocabularies
- Present brief oral reports using visual media
- Demonstrate knowledge of regular and irregular vowel patterns, prefixes and suffixes to decode and comprehend multisyllabic words
- Apply meaning clues, language structure and phonetic strategies to expand vocabulary
- Demonstrate comprehension of vocabulary and information from a variety of print and electronic resources including: glossaries, dictionaries, thesaurus, table of contents, indices, charts, encyclopedias, and online reference materials
- Use reading strategies such as predicting, questioning, making connections with prior knowledge, comparing, contrasting, drawing conclusions, and summarizing to demonstrate comprehension of fiction, nonfiction, and poetry
- Identify author's purpose, main idea, supporting details, and answer explicit and implicit questions from a given text
- Develop ability to read independently for an extended period of time, demonstrating comprehension by answering questions and participating in discussions about the text
- Read fluently with expression and accuracy
- Write legibly in cursive
- Identify sentence types including: declarative, interrogative, exclamatory, and imperative
- Write descriptive paragraphs, stories, letters, and explanations focusing on developing a plan, central idea and grouping related ideas for clarity across all content areas

- Write a short report: construct questions about a topic, identify appropriate research resources (including print, online, media), collect and organize information to use in writing the report
- Edit writing for spelling, capitalization, and punctuation, to include apostrophes and singular possessives
- Revise and edit writing for word usage and sentence fluency
- Use available technology for reading and writing

##### MATHEMATICS:

- Use efficient, flexible strategies to solve problems
- Communicate mathematical understanding
- Understand and use numbers as organized groups of tens, hundreds and thousands
- Understand and use numbers up to six digits and apply understanding that each place is ten times the value of the place to the right.
- Round and compare numbers through thousands
- Represent multiplication/division using area, set, and number line models
- Demonstrate fluency with multiplication facts beginning with 0, 1, 2, 5, and 10
- Model, name, and compare fractions using various models
- Estimate solutions to solve single and multi-step practice problems involving addition and subtraction problems with numbers through 9,999
- Add and subtract fractions having like denominators
- Estimate and use appropriate tools to measure length, liquid volume, time, and temperature
- Identify and draw points, line segments, rays, angles and lines
- Define, create, name combine polygons with 10 or fewer sides
- Determine the perimeter of a polygon and the area of a given surface

- Identify and describe congruent and non-congruent plane figures
- Collect, organize, represent, and interpret data
- Investigate and describe the concept of probability
- Recognize, describe, create and extend a variety of patterns
- Determine the value of a collection of bills and coins whose total value is \$5.00, compare the value of 2 sets of coins and make change from \$5.00 or less
- Create equations to represent mathematical relationships

### **SCIENCE:**

- Plan and conduct investigations where data is gathered, hypotheses are formed, and conclusions are made
- Make measurements in centimeters, grams, liters, milliliters, degrees Celsius, and minutes; chart/graph data
- Investigate simple machines (including the lever, screw, pulley, wheel and axle, inclined plane, and wedge) and compound machines
- Describe objects by their physical properties and observe component parts with magnification
- Study the life needs and behaviors of animals including food, shelter, defense, caring for young, instinct and learned behavior
- Investigate relationships involving food chains and components of land and water environments, and the interdependency of organisms
- Investigate properties and importance of soil
- Observe cycles and patterns in nature including seasons, plant and animal life cycles, the water cycle and phases of the moon
- Investigate types and sources of energy
- Observe the impact of natural events and human impact on the environment

### **SOCIAL STUDIES:**

- Explain the contributions of ancient China, Egypt, Greece and Rome in terms of architecture, inventions, the calendar, written language, government, and sports
- Become familiar with the West African Empire of Mali
- Develop map skills and the concept of change over time by locating ancient civilizations on a map through time, as well as major physical features of the world
- Describe how people in ancient civilizations adapted to their environment
- Explain and describe in simple terms various economic concepts, such as human, capital and natural resources; opportunity cost and economic specialization, and apply them to ancient civilizations
- Have an understanding of civic responsibility including rights, responsibilities, rules, and laws
- Recognize the importance of government in the community, Virginia, and the United States.
- Recognize that Americans are a people of diverse ethnic backgrounds, customs, and traditions and are united by the basic principles of a republican form of government and the respect for individual rights and freedoms.

### **PHYSICAL EDUCATION AND HEALTH:**

Skill development remains a central focus for students in grade three as they begin to accept feedback from and provide appropriate feedback to others. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational games, dance, and gymnastic activities to become confident and competent movers. Students identify critical elements (small, isolated parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to energy balance and health benefits. Students continue to build knowledge of body structures and systems. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among their classmates.

- Demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.
- Identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.
- Describe the components and measures of health-related fitness.
- Demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.
- Describe energy balance. Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions and the impact of personal decisions on self and others.

- Explain that health habits and practices impact personal growth and development.
- Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.
- Describe proper and improper use of prescription and nonprescription medications.
- Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.
- Demonstrate the ability to use essential health concepts to improve personal health.
- Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- Promote health and safety at school and at home.

- Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.
- Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.

#### **FINE ARTS:**

- Observe details
- Draw and paint from nature, people, and events
- Construct three dimensional form from age appropriate materials
- Practice safety procedures
- Experiment and identify a variety of materials
- Use detail in artwork
- Discover a variety of source ideas
- Creatively integrate mistakes into artwork
- Compare and contrast art of various cultures
- Use maps and globes to locate studied cultures
- Recognize distinct characteristics of ancient Rome and Greece

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#### **Resources:**

Resources concerning the Standards of Learning for Virginia Public Schools and more can be found at the Virginia Department of Education website: <http://www.doe.virginia.gov> Helpful resources at this site include subject and grade level Standards of Learning, Curriculum Frameworks, and Scope and Sequence documents.

Additional resources are listed below:

#### **Reading**

- <http://www.ed.gov/parents/read/resources/readingtips/>

#### **MUSIC:**

- Sing a song on pitch and follow the contour of a melody
- Read and perform simple rhythm and syncopated rhythm patterns
- Perform partner songs, simple rounds, and vocal ostinati
- Identify music in a round, in rondo form, and using Da Capo al Fine
- Distinguish between unison and harmony
- Recognize and identify the staff, treble clef, meter signature, bar lines, measures, the musical alphabet, and names of the lines and spaces of the treble clef
- Recognize and apply tempo markings, dynamic markings, the accent mark and fermata
- Expand knowledge of orchestra instruments
- Study and perform multi-cultural dances
- Listen to and recognize different perspectives of music from different cultures