



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

3RD GRADE 2012-13 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics 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 spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other materials to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were 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 are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments— such as the state-required Iowa Tests of Basic Skills (ITBS) for grades 3 and 5— ensures that GCPS elementary students are well-prepared for this national measurement of achievement. GCPS' rigorous AKS curriculum also aligns with the state curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics and the Georgia Performance Standards (GPS) in other content areas. This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students in grades 3–8.

Since its inception in 1996, GCPS' AKS curriculum 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 GEMS committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing for 3rd Grade

All 3rd grade students participate in the Cognitive Abilities Test (CogAT) assessment and the Iowa Tests of Basic Skills (ITBS) in the fall and the Criterion-Referenced Competency Tests (CRCT) in the spring. In addition, 3rd grade students develop a writing portfolio during the year which is scored by teachers in March. CogAT provides information related to skills that are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child. The ITBS is a national, norm-referenced test that provides information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test following the same testing procedures. This test identifies strengths and weaknesses in basic skills so teachers can provide support. The CRCT measures what students should know and be able to do at the end of 3rd grade, based on the state's curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics, and the Georgia Performance Standards (GPS) in other content areas. (Gwinnett's AKS curriculum includes and goes beyond the state's curriculum.) 3rd graders take the CRCT in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Students are expected to meet or exceed grade-level expectations on each CRCT to be on track for success in school. The state requires students to pass the CRCT Reading subtest for promotion.

About Promotion to 4th Grade

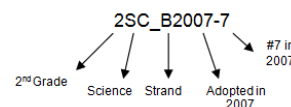
The state requires that Georgia 3rd graders score in the “Meets Standards” (Level 2) range or higher on the Reading subtest of the CRCT to earn promotion. In addition, Gwinnett students must successfully master the current grade-level AKS in order to earn promotion to the next grade level.* Readiness for the 4th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST). Should a child not pass the CRCT Reading subtest to earn promotion to 4th grade, he or she will have the opportunity to attend summer school and to take the CRCT retest. *Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading CRCT subtest (a state promotion requirement), the student must take a retest during summer school. If the student does not pass the retest, a Student Support Team will determine the student's placement for the next school year.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and elementary school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), Iowa Tests of Basic Skills (ITBS), and Character Education (CE).
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- 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) on the district website at www.gwinnett.k12.ga.us. In

addition, a comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. These booklets are posted in PDF form.

- 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 child’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.
- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year implemented. (*See the example to the right.*)



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 excels 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. 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).
- 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.
- In their assignments, ask children to show their work, 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.

Language Arts

A - Reading: Literature

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCGPS) (3LA_A2012-1/ELACC3RL1)
- 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 (CCGPS) (3LA_A2012-2/ELACC3RL2)
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (CCGPS) (3LA_A2012-3/ELACC3RL3)
- determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (CCGPS) (3LA_A2012-4/ELACC3RL4)
- 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 (CCGPS) (3LA_A2012-5/ELACC3RL5)
- distinguish their own point of view from that of the narrator or those of the characters (CCGPS) (3LA_A2012-6/ELACC3RL6)
- 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) (CCGPS) (3LA_A2012-7/ELACC3RL7)
- 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) (CCGPS) (3LA_A2012-8/ELACC3RL9)
- 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 (CCGPS) (3LA_A2012-9/ELACC3RL10)

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 (CCGPS) (3LA_B2012-10/ELACC3RI1)
- determine the main idea of a text; recount the key details and explain how they support the main idea (CCGPS) (3LA_B2012-11/ELACC3RI2)
- 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 (CCGPS) (3LA_B2012-12/ELACC3RI3)
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (CCGPS) (3LA_B2012-13/ELACC3RI4)
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (CCGPS) (3LA_B2012-14/ELACC3RI5)
- distinguish their own point of view from that of the author of a text (CCGPS) (3LA_B2012-15/ELACC3RI6)
- 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) (CCGPS) (3LA_B2012-16/ELACC3RI7)
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (CCGPS) (3LA_B2012-17/ELACC3RI8)
- compare and contrast the most important points and key details presented in two texts on the same topic (CCGPS) (3LA_B2012-18/ELACC3RI9)
- 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 (CCGPS) (3LA_B2012-19/ELACC3RI10)

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (3LA_C2012-20/ELACC3RF3)

C - Reading: Foundational Skills (*continued*)

- read with sufficient accuracy and fluency to support comprehension (CCGPS) (3LA_C2012-21/ELACC3RI4)

D - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons (CCGPS) (3LA_D2012-22/ELACCW1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (3LA_D2012-23/ELACC3W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (3LA_D2012-24/ELACC3W3)
- produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults (CCGPS) (3LA_D2012-25/ELACC3W4)
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults (CCGPS) (3LA_D2012-26/ELACC3W5)
- 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 (CCGPS) (3LA_D2012-27/ELACC3W6)
- conduct short research projects that build knowledge about a topic (CCGPS) (3LA_D2012-28/ELACC3W7)
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (CCGPS) (3LA_D2012-29/ELACC3W8)
- 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 (CCGPS) (3LA_D2012-30/ELACC3W10)

E - Speaking and Listening

- engage effectively in a range of collaborative discussions (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 (CCGPS) (3LA_E2012-31/ELACC3SL1)
- 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. (CCGPS) (3LA_E2012-32/ELACC3DL2)
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail (CCGPS) (3LA_E2012-33/ELACC3DL3)
- 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 (CCGPS) (3LA_E2012-34/ELACC3DL4)
- 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 (CCGPS) (3LA_E2012-35/ELACC3DL5)
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (3LA_E2012-36/ELACC3DL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (3LA_F2012-37/ELACC3L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (3LA_F2012-38/ELACC3L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (3LA_F2012-39/ELACC3L3)
- 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 (CCGPS) (3LA_F2012-40/ELACC3L4)
- demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (3LA_F2012-41/ELACC3L5)

F – Language (*continued*)

- 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) (CCGPS) (3LA_F2012-42/ELACC3L6)

Mathematics

A - Operations and Algebraic Thinking

- interpret products of whole numbers using repeated addition, array models and counting by multiples (skip counting) to correctly multiply one digit numbers (CCGPS) (3MA_A2012-1/MCC3.OA.1)
- 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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) (CCGPS) (3MA_A2012-2/MCC3.OA.2)
- apply multiplication and division (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) (CCGPS) (3MA_A2012-3/MCC3.OA.3)
- use a symbol to represent an unknown and determine the value of the unknown in a multiplication or division equation relating three whole numbers (CCGPS) (3MA_A2012-4/MCC3.OA.4)
- 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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (distributive property)] (CCGPS) (3MA_A2012-5/MCC3.OA.5)
- explain the relationship between multiplication and division to understand division as an unknown-factor problem (CCGPS) (3MA_A2012-6/MCC3.OA.6)
- multiply and divide fluently (using products and dividends 0-100) using strategies such as the relationship between multiplication and division or properties of operations; know from memory all products of two one-digit numbers by the end of 3rd grade (CCGPS) (3MA_A2012-7/MCC3.OA.7)
- assess the reasonableness of answers using mental computation and estimation strategies, including rounding (CCGPS) (3MA_A2012-8/MCC3.OA.8)
- solve and represent two-step word problems using the four operations, and represent with a letter standing for the unknown quantity (CCGPS) (3MA_A2012-9/MCC3.OA.8)
- identify, describe, and extend arithmetic patterns that may also occur in a table or graph (including patterns in the addition table and multiplication table) (CCGPS) (3MA_A2012-10/MCC3.OA.9)
- explain patterns using properties of operations (CCGPS) (3MA_A2012-11/MCC3.OA.9)

B - Number and Operations in Base Ten

- use place value understanding to round whole numbers to the nearest 10 or 100 (CCGPS) (3MA_B2012-12/MCC3.NBT.1)
- add and subtract fluently within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (3MA_B2012-13/MCC3.NBT.2)
- model and explain the effect on the product when multiplying by multiples of 10 (in the range of 10-90) using strategies based on place value and properties of operations (CCGPS) (3MA_B2012-14/MCC3.NBT.3)

C - Number and Operations: Fractions

- model and explain that the fraction a/b represents a equal sized parts of $1/b$ when a whole is divided into b equal sized parts (CCGPS) (3MA_C2012-15/MCC3.NF.1)
- model and explain that a fraction $1/b$ is the quantity formed by 1 part when a whole is partitioned into b equal parts (CCGPS) (3MA_C2012-16/MCC3.NF.1)

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

- recognize a fraction as a number on the number line; represent fractions on a number line diagram (CCGPS) (3MA_C2012-17/MCC3.NF.2)
- 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 $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line (CCGPS) (3MA_C2012-18/MCC3.NF.2_a)
- represent a fraction a/b on a number line diagram by marking off “a” lengths $1/b$ from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line (CCGPS) (3MA_C2012-19/MCC3.NF.2_b)
- explain equivalence of fractions in special cases and compare fractions by reasoning about their size (CCGPS) (3MA_C2012-20/MCC3.NF.3)
- recognize two fractions as equivalent (equal) if they are the same size or the same point on a number line (CCGPS) (3MA_C2012-21/MCC3.NF.3_a)
- recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent by using a visual fraction model (CCGPS) (3MA_C2012-22/MCC3.NF.3_b)
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram) (CCGPS) (3MA_C2012-23/MCC3.NF.3_c)
- 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 $<$, and justify the conclusions (e.g., by using a visual fraction model) (CCGPS) (3MA_C2012-24/MCC3.NF.3_d)

D - Measurement and Data

- determine elapsed time by solving word problems involving addition and subtraction of time intervals in minutes (CCGPS) (3MA_D2012-25/MCC3.MD.1)
- tell and write time to the nearest minute (CCGPS) (3MA_D2012-26/MCC3.MD.1)
- estimate and measure liquid volumes and masses of objects to include the metric units grams, kilograms, liters and the customary units ounces, cups, pints, quarts, and gallons (CCGPS) (3MA_D2012-27/MCC3.MD.2)
- add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (CCGPS) (3MA_D2012-28/MCC3.MD.2)
- 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) (CCGPS) (3MA_D2012-29/MCC3.MD.3)
- generate measurement data by measuring lengths to the nearest quarter inch, half inch and millimeter in addition to the previously learned inch, foot, yard, centimeter and meter (CCGPS) (3MA_D2012-30/MCC3.MD.4)
- create line plots showing measurement data where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters (CCGPS) (3MA_D2012-31/MCC3.MD.4)
- recognize area as an attribute of plane figures and understand concepts of area measurement (CCGPS) (3MA_D2012-32/MCC3.MD.5)
- 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 (CCGPS) (3MA_D2012-33/MCC3.MD.5_a)
- 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 (CCGPS) (3MA_D2012-34/MCC3.MD.5_b)
- measure areas using unit squares by counting, adding, tiling and multiplying with models in square centimeter, square meter, square inch, and square foot (CCGPS) (3MA_D2012-35/MCC3.MD.6)
- relate area to the operations of multiplication and addition (CCGPS) (3MA_D2012-36/MCC3.MD.7)
- 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 (CCGPS) (3MA_D2012-37/MCC3.MD.7_a)

D - Measurement and Data (continued)

- 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 (CCGPS) (3MA_D2012-38/MCC3.MD.7_b)
- 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 (CCGPS) (3MA_D2012-39/MCC3.MD.7_c)
- recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (3MA_D2012-40/MCC3.MD.7_d)
- solve real-world problems involving the perimeters of polygons including finding the perimeter given the side lengths and finding an unknown side length (CCGPS) (3MA_D2012-41/MCC3.MD.8)

E - Geometry

- identify, draw, examine, and classify quadrilaterals (including rhombuses, rectangles, squares, parallelograms, and trapezoids) (CCGPS) (3MA_E2012-42/MCC3.G.1)
- compare and contrast the attributes of quadrilaterals, and categorize quadrilaterals based on shared attributes (CCGPS) (3MA_E2012-43/MCC3.G.1)
- partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole (CCGPS) (3MA_E2012-44/MCC3.G.2)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (3SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (3SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (3SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (3SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (3SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (3SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (3SC_A2006-7)

B - Earth Science

- investigate the physical attributes of rocks and soils (GPS, ITBS) (3SC_B2006-8)
- investigate fossils as evidence of organisms that lived long ago (GPS, ITBS) (3SC_B2006-9)

C - Physical Science

- explain how heat is produced and the effects of heating and cooling (GPS, ITBS) (3SC_C2006-10)
- investigate magnets and their effect on common objects and other magnets (GPS, ITBS) (3SC_C2006-11)

D - Life Science

- investigate the habitats of different organisms and the dependence of organisms on their habitat (GPS, ITBS) (3SC_D2006-12)
- explain the effects of pollution and humans on the environment (GPS, ITBS) (3SC_D2006-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (3SS_A2008-1)
- use intermediate directions (GPS) (3SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (3SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (3SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (3SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (3SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (3SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (3SS_A2008-8)
- use latitude and longitude to determine location (GPS) (3SS_A2008-9)

B - Information Processing Skills

- compare similarities and differences (GPS) (3SS_B2008-10)
- organize items chronologically (GPS) (3SS_B2008-11)
- identify issues and/or problems and alternative solutions (GPS) (3SS_B2008-12)
- distinguish between fact and opinion (GPS) (3SS_B2008-13)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (3SS_B2008-14)
- identify and use primary and secondary sources (GPS) (3SS_B2008-15)
- interpret timelines (GPS) (3SS_B2008-16)
- identify social studies reference resources to use for a specific purpose (GPS) (3SS_B2008-17)
- construct charts and tables (GPS) (3SS_B2008-18)
- analyze artifacts (GPS) (3SS_B2008-19)
- draw conclusions and make generalizations (GPS) (3SS_B2008-20)
- analyze graphs and diagrams (GPS) (3SS_B2008-21)
- translate dates into centuries, eras, or ages (GPS) (3SS_B2008-22)

C - Roots of Our Democracy

- explain the political roots of our modern democracy in the United States of America (GPS) (3SS_C2008-23)
- locate major topographical features on a map (GPS) (3SS_C2008-24)
- explain the importance of the basic principles that provide the foundation of a republican form of government (GPS) (3SS_C2008-25)

D - Our Economy/Personal Finance

- describe the four types of productive resources (GPS) (3SS_D2008-26)
- explain that government provides certain types of goods and services in a market economy and pays for these through taxes (GPS) (3SS_D2008-27)
- give examples of interdependence and trade and explain how voluntary exchange benefits both parties (GPS) (3SS_D2008-28)
- describe the costs and benefits of personal spending and saving choices (GPS) (3SS_D2008-29)

E - Life and Times of Historical Figures - Paul Revere

- discuss the life of Paul Revere and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_E2008-30)
- describe the cultural and geographic systems associated with Paul Revere (GPS) (3SS_E2008-31)
- describe how Paul Revere displayed positive character traits (GPS) (3SS_E2008-32)

F - Life and Times of Historical Figures - Frederick Douglass

- discuss the life of Frederick Douglass and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_F2008-33)
- describe the cultural and geographic systems associated with Frederick Douglass (GPS) (3SS_F2008-34)
- describe how Frederick Douglass displayed positive character traits (GPS) (3SS_F2008-35)

G - Life and Times of Historical Figures - Susan B. Anthony

- discuss the life of Susan B. Anthony and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_G2008-36)
- describe the cultural and geographic systems associated with Susan B. Anthony (GPS) (3SS_G2008-37)
- describe how Susan B. Anthony displayed positive character traits (GPS) (3SS_G2008-38)

H - Life and Times of Historical Figures - Mary McLeod Bethune

- discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_H2008-39)
- describe the cultural and geographic systems associated with Mary McLeod Bethune (GPS) (3SS_H2008-40)
- describe how Mary McLeod Bethune displayed positive character traits (GPS) (3SS_H2008-41)

I - Life and Times of Historical Figures - Franklin Roosevelt

- discuss the life of Franklin Roosevelt and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_I2008-42)
- describe the cultural and geographic systems associated with Franklin Roosevelt (GPS) (3SS_I2008-43)
- describe how Franklin Roosevelt displayed positive character traits (GPS) (3SS_I2008-44)

J - Life and Times of Historical Figures - Eleanor Roosevelt

- discuss the life of Eleanor Roosevelt and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_J2008-45)
- describe the cultural and geographic systems associated with Eleanor Roosevelt (GPS) (3SS_J2008-46)
- describe how Eleanor Roosevelt displayed positive character traits (GPS) (3SS_J2008-47)

K - Life and Times of Historical Figures - Thurgood Marshall

- discuss the life of Thurgood Marshall and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_K2008-48)
- describe the cultural and geographic systems associated with Thurgood Marshall (GPS) (3SS_K2008-49)
- describe how Thurgood Marshall displayed positive character traits (GPS) (3SS_K2008-50)

L - Life and Times of Historical Figures - Lyndon B. Johnson

- discuss the life of Lyndon B. Johnson and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_L2008-51)
- describe the cultural and geographic systems associated with Lyndon B. Johnson (GPS) (3SS_L2008-52)
- describe how Lyndon B. Johnson displayed positive character traits (GPS) (3SS_L2008-53)

M - Life and Times of Historical Figures - Cesar Chavez

- discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_M2008-54)
- describe the cultural and geographic systems associated with Cesar Chavez (GPS) (3SS_M2008-55)
- describe how Cesar Chavez displayed positive character traits (GPS) (3SS_M2008-56)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (3GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (3GM_A2011-2)
- read and notate music (GPS) (3GM_A2011-3)

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (3GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (3GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (3GM_C2011-6)
- evaluate music and music performances (GPS) (3GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (3GM_D2011-8)
- understand music in relation to history and culture (GPS) (3GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (3GM_D2011-10)

Health

A - First Aid

- apply appropriate first aid procedures for treating and reporting common injuries (3HE_A2009-1)

B - Safety

- analyze and explain how personal decisions and actions may affect chances of injury (GPS) (3HE_B2009-2)

C - Personal Care

- apply health skills for proper hygiene (GPS) (3HE_C2009-3)

D - Disease Prevention

- list circulatory and respiratory illnesses and describe methods of prevention (GPS) (3HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- assess physical, emotional, and social consequences of tobacco, alcohol, and other drug use by self and others (GPS) (3HE_E2009-5)
- apply the decision-making steps to avoid situations that pose a threat to self and others (GPS) (3HE_E2009-6)

F - Nutrition

- analyze the relationship between nutrients and health (GPS) (3HE_F2009-7)

G - Emotional Expression/Mental Health

- identify healthy ways to express emotions (GPS) (3HE_G2009-8)
- explain why accepting responsibility and making wise choices help develop a positive self-concept (GPS) (3HE_G2009-9)

H - Family Life

- examine ways family members can work together to accomplish a task and/or resolve a conflict (GPS) (3HE_H2009-10)
- recognize the importance of discussing health issues with one's family (GPS) (3HE_H2009-11)

I - Applied Anatomy and Physiology

- identify the parts of the circulatory and respiratory systems and summarize how each works (GPS) (3HE_I2009-12)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS) (3PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements utilizing equipment and/or partners (GPS) (3PE_B2009-2)
- demonstrate a variety of balances alone or with others (GPS) (3PE_B2009-3)
- demonstrate three primary characteristics of an overhand throw (GPS) (3PE_B2009-4)
- catch a thrown ball (GPS) (3PE_B2009-5)
- apply rhythms to locomotor and non-locomotor combinations (GPS) (3PE_B2009-6)
- demonstrate combinations of transferring weight (GPS) (3PE_B2009-7)
- jump repeatedly using a self-turned rope (3PE_B2009-8)
- demonstrate progress in striking with body parts and implements (GPS) (3PE_B2009-9)
- demonstrate fleeing, dodging, and chasing skills during game play individually and in game play (GPS) (3PE_B2010-1)

C - Movement Concepts and Principles

- utilize relationships of self to equipment and others (GPS) (3PE_C2009-10)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting without reinforcement (GPS) (3PE_D2009-11)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (3VA_A2011-1)
- formulate personal responses to visual imagery (GPS) (3VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (3VA_A2011-3)

B - Contextual Understanding

- investigate and discover the personal relationship of the artist to the community, culture, and world through the study and creation of art (GPS) (3VA_B2011-4)
- view, discuss, and critique selected artworks (GPS) (3VA_B2011-5)

C - Production

- create artwork based on personal experience and selected themes (GPS) (3VA_C2011-6)
- create artworks which emphasize one or more elements of art (e.g., color, line, shape, form, texture) (GPS) (3VA_C2011-7)

C – Production (*continued*)

- create art which emphasizes one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast) (GPS) (3VA_C2011-8)
- explore and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (3VA_C2011-9)
- explore and apply media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (3VA_C2011-10)
- participate in appropriate exhibition(s) of artworks (GPS) (3VA_C2011-11)

D - Assessment and Reflection

- critique own artwork and the artwork of others (GPS) (3VA_D2011-12)
- utilize a variety of approaches to understand and critique works of art (GPS) (3VA_D2011-13)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (3VA_E2011-14)
- develop life skills through the study and production of art (GPS) (3VA_E2011-15)

Fry Words by Spelling Stages

The spelling stages begin with Stage 1 and continue through Stage 5. Stage 1 is not a list of words, but is a learning process that requires students to become proficient in phoneme awareness— the ability to hear sounds in words. Once students have developed this awareness, they begin to match sounds with letters to spell words, which is the beginning of Stage 2. Stages do not represent specific grade levels but instead the developmental stages of spelling.

| Irregularly Spelled Words | | |
|---------------------------|---------|---------|
| eye | gone | they |
| give | great | though |
| very | have | thought |
| a | here | to |
| add | I | touch |
| again | key | two |
| against | laughed | want |
| any | length | war |
| are | live | warm |
| been | love | was |
| blood | many | wear |
| bought | move | were |
| break | of | what |
| brought | off | where |
| build | oh | who |
| built | on | whose |
| buy | once | shall |
| come | one | you |
| do | poem | young |
| does | said | your |
| done | seven | half |
| else | some | |
| four | son | |
| from | their | |
| front | them | |
| full | there | |

| Fry Words by Spelling Stage | | | | | |
|-----------------------------|-------|------|-------|-------|-------|
| Stage 2 | | | | | |
| act | did | has | lot | ship | then |
| all | dog | hat | man | shop | thin |
| am | dress | held | map | sing | thing |
| an | drop | help | men | sit | think |
| and | end | hill | milk | six | this |
| as | fact | him | miss | skin | thus |
| at | fall | his | much | small | top |
| bad | fast | hit | must | smell | trip |
| ball | fell | hot | next | soft | up |
| bank | felt | if | not | song | us |
| bed | fig | in | past | spell | wall |
| bell | fish | is | plan | spot | well |
| best | fit | it | plant | stand | went |
| big | flat | let | put | step | west |
| bill | fresh | job | ran | still | when |
| bit | fun | just | red | stop | which |
| box | gas | kept | rest | such | will |
| bring | get | king | rich | sum | win |
| but | glass | land | ring | sun | wind |
| call | God | last | run | swim | wish |
| can | got | led | sand | tall | with |
| cat | grass | left | sat | tell | yet |
| class | guess | less | sell | ten | yes |
| cost | gun | list | send | test | |
| cross | had | long | sent | than | |
| cut | hand | lost | set | that | |

| Fry Words by Spelling Stage | | | | | | | | | | | | |
|-----------------------------|----------|---------|--------|--------|--------|-------|---------|---------|--------|----------|--------|----------|
| Stage 3 | | | | | | | | | | | | |
| age | came | crowd | fight | group | knew | mean | paint | room | show | stood | train | won't |
| air | can't | dance | filled | grow | know | meat | pair | root | shown | store | tree | wood |
| art | care | dark | find | hair | known | meet | park | rope | side | straight | truck | word |
| ask | case | day | fine | feel | lake | might | part | rose | sight | strange | true | work |
| back | catch | dead | first | hard | large | mind | pay | round | sign | stream | try | world |
| base | caught | deal | five | he | law | mine | per | row | since | street | tube | would |
| be | cause | death | floor | head | lay | moon | phrase | rule | sir | string | turn | wouldn't |
| bear | chance | deep | flow | heard | lead | more | picked | safe | size | strong | type | write |
| beat | change | didn't | fly | heart | learn | most | piece | sail | sky | sure | use | wrong |
| black | chart | died | food | heat | least | mouth | place | same | sleep | tail | verb | wrote |
| block | check | doesn't | foot | her | leave | my | plane | save | smiled | take | view | yard |
| blow | chief | door | for | high | let's | name | play | saw | snow | talk | voice | year |
| blue | child | down | force | hold | lie | need | please | say | so | team | wait | you're |
| board | choose | draw | form | hole | life | new | point | scale | soil | the | walk | face |
| boat | church | drive | found | home | lifted | night | pole | school | soon | these | wash | late |
| book | clean | dry | France | hope | light | no | poor | score | sound | thick | wasn't | |
| born | clear | each | free | horse | like | nor | printed | sea | south | third | watch | |
| boy | climbed | earth | French | house | line | north | pulled | seat | space | those | way | |
| bright | close | east | fruit | how | look | nose | pushed | see | speak | three | we | |
| brown | cloud | eat | game | huge | loud | note | quite | seem | speed | through | week | |
| by | coast | edge | gave | ice | low | noun | race | seen | spread | tied | weight | |
| both | cold | eight | girl | I'll | made | now | rain | serve | spring | time | we'll | |
| car | cook | fair | go | isn't | main | oil | read | real | square | told | white | |
| don't | cool | far | gold | it's | make | old | ride | shape | start | tone | whole | |
| fire | corn | farm | good | joined | march | or | right | sharp | state | too | why | |
| hear | could | fear | Greek | jumped | mark | our | rise | she | stay | took | wide | |
| mile | couldn't | feet | green | keep | match | out | road | short | steel | town | wife | |
| near | count | few | grew | killed | may | own | rock | should | stick | track | wild | |
| while | cried | field | ground | kind | me | page | rolled | shouted | stone | trade | wire | |

Fry Words by Spelling Stage

Stage 4

| | | | | | | | | | | | |
|-----------|----------|-----------|------------|------------|-------------|-----------|------------|----------|-----------|------------|----------|
| above | anything | branches | cotton | entered | flowers | itself | morning | picture | seeds | symbols | weather |
| along | appear | British | country | entire | follow | Japanese | mother | plains | settled | system | western |
| another | apple | broken | course | equal | forest | lady | music | planets | several | table | wheels |
| carry | area | brother | covered | especially | forward | language | never | plural | shoes | teacher | whether |
| children | arms | building | cows | Europe | friends | later | northern | possible | shoulder | themselves | window |
| idea | army | burning | create | even | garden | legs | nothing | pounds | similar | thousands | wings |
| able | around | business | crops | evening | general | letter | notice | power | simple | tiny | winter |
| about | arrived | cannot | decided | ever | happened | doctor | number | practice | single | today | within |
| across | away | carefully | decimal | every | happy | level | object | prepared | sister | together | without |
| actually | baby | cattle | details | everyone | heavy | listen | observe | pretty | slowly | tools | woman |
| afraid | became | cells | developed | everything | himself | little | ocean | probably | soldiers | total | women |
| Africa | because | center | difficult | exactly | hours | machine | office | problem | someone | toward | wonder |
| after | become | cents | discovered | example | however | major | often | process | something | travel | workers |
| ago | before | circle | divided | except | human | material | only | quickly | sometimes | trouble | written |
| agreed | began | city | dollars | exciting | hundred | matter | open | radio | southern | uncle | yourself |
| ahead | begin | clothes | drawing | exercise | hunting | maybe | order | raised | special | under | |
| afternoon | behind | color | during | expect | inches | measure | other | rather | stars | underline | |
| almost | being | column | early | explain | increase | melody | outside | reached | story | until | |
| alone | believe | common | ears | yellow | Indian | members | over | ready | stretched | upon | |
| already | belong | company | easy | family | indicate | metal | oxygen | | study | usually | |
| also | below | compare | eggs | famous | industry | method | paper | reason | subject | valley | |
| although | beside | complete | either | farmers | inside | middle | particular | received | suddenly | various | |
| always | better | compound | electric | father | instead | million | party | remain | suffix | village | |
| America | between | consider | energy | feeling | interest | modern | passed | repeated | sugar | visit | |
| among | birds | continued | engine | figure | interesting | molecules | pattern | return | summer | vowel | |
| amount | body | control | English | finally | into | moment | people | rhythm | surface | Washington | |
| angle | bones | copy | enjoy | fingers | iron | money | perhaps | river | surprise | water | |
| answer | bottom | corner | enough | finished | island | months | person | second | syllables | waves | |

Fry Words by Spelling Stage

Stage 5

| | | | |
|------------|-------------|-------------|------------|
| action | equation | produce | terms |
| addition | experience | products | triangle |
| adjective | experiment | property | understand |
| animal | express | provide | unit |
| beautiful | factories | question | value |
| capital | factors | quiet | |
| captain | fraction | record | |
| century | government | region | |
| certain | history | remember | |
| conditions | important | report | |
| consonant | include | represent | |
| contain | information | result | |
| correct | insects | science | |
| current | instruments | scientists | |
| describe | located | section | |
| desert | minutes | sense | |
| design | mountain | sentence | |
| determine | movement | separate | |
| dictionary | nation | silent | |
| difference | natural | solution | |
| different | necessary | solve | |
| direct | numeral | statement | |
| direction | opposite | students | |
| distance | paragraph | substances | |
| division | period | suggested | |
| effect | position | supply | |
| elements | present | suppose | |
| England | president | temperature | |



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