



MUSD Grade 3 Curriculum - Year at a Glance

Math

Unit Name	AZ State Standards	Overview	Assessment Overview
Module 1	3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8	Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 In this module, students will use a variety of strategies to enhance their understanding of multiplication and division, such as patterns, arrays, pictures, skip counting, equal shares or groups, and properties. Students will cite specific examples of multiplication and division in life. Division and multiplication have an inverse relationship.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment
Module 2	Supporting Standards	Place Value and Problem Solving with Units of Measure In this module, students will be able to use multiple strategies to add and subtract fluently within 1000. This includes solving multi-step word problems using multiple strategies and equations with a letter standing for the unknown quantity. They also will explore the relationship between addition and subtraction. With their knowledge of place value students will use estimation to round to the nearest 10 or 100.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment
Module 3	3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.C.7 3.OA.D.8 3.OA.D.9 3.OA.D.10	Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 In this module, students will use a variety of strategies to enhance their understanding of multiplication and division, such as patterns, arrays, pictures, skip counting, equal shares or groups, and properties. Students will cite specific examples of multiplication and division in life. Division and multiplication have an inverse relationship.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment
Module 4	3.MD.C.5a 3.MD.C.5b 3.MD.C.6 3.MD.C.7a 3.MD.C.7b 3.MD.C.7c 3.MD.C.7d	Multiplication and Area This module focuses on calculating the area of a plane figure using a variety of strategies based on information that is given. Students can use counting unit squares, tiling, decomposing, and multiplying, based on the information, to calculate the area.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment

Module 5	3.NF.A.1 3.NF.A.2a 3.NF.A.2b 3.NF.A.2c 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.3d	Fractions as Numbers on the Number Line In this module, students will understand/identify the number of equal parts and explain how many will make a whole. Students will understand fractions on a number line and explain equivalence of fractions by reasoning about their size. They will recognize and generate simple equivalent fractions and express the whole number as fractions. They will compare 2 fractions with the same numerator or denominator by using reasoning. They will also partition shapes into parts with equal areas.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment
Module 6	Supporting Standards	Collecting and Displaying Data In this module, the students will learn to graph data and represent the data in a scaled picture graph and/or a scaled bar graph. They will solve multi-step problems using the information provided. Students will continue to create line plots using measurement data.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment
Module 7	3.OA.D.8 3.MD.C.8	Geometry and Measurement Word Problems In this module, students will calculate the perimeter of a polygon using the information given. They will find an unknown side length of a polygon. Students will then show evidence of rectangles with the same perimeter and different areas or with the same area and different perimeters.	<ul style="list-style-type: none"> • Topic Quizzes • Mid-Module Assessment • End of Module Assessment • District Summative Assessment

ELA			
Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RI.3 3.RI.5 3.RI.6 3.RF.3 3.RF.4	<p>This unit provides readings and discussion on the focus question: Why do brothers and sisters often clash? How can they get along? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Understands that the narrator's point of view affects the way in which the story is told • Discusses sibling relationships and the attributes and actions that help in understanding character development • Uses first-person narratives to hypothesize about underlying motivations of other characters that are not stated 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

	<p>3.W.1 3.W.3 3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1</p>	<ul style="list-style-type: none"> • Understands how an author's own experiences are reflected in his or her writing • Notices ways in which an author makes characters and their conflicts seem real • Indicates awareness of the author's underlying messages and purpose 	
<p>Unit 2</p>	<p>3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RF.3 3.RF.4 3.W.3 3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1 3.L.2 3.L.4</p>	<p>This unit provides readings and discussion on the focus question: What lessons can you learn from trickster tales? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Follows the events and patterns in a trickster story and uses them to predict what might happen next • Compares versions of the same trickster tale, noticing how authors may use different details to retell a traditional story • Identifies how the text and the pictures work together to provide information about the characters, setting, and problem in a story • Notices how descriptive language and dialogue add information about the characters and their personality traits • Understands how an author can use humor, exaggeration, or suspense to support the message of a trickster tale 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 3</p>	<p>3.RL.1 3.RL.2 3.RI.1 3.RI.2 3.RI.3 3.RI.5 3.RI.6 3.RI.9 3.RF.3 3.RF.4 3.W.2 3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1 3.L.2 3.L.4</p>	<p>This unit provides readings and discussion on the focus question: Why is water so important to all living things? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices how authors balance their presentations of facts and opinions as they write about living things • Follows a sequence of events presented in the text and understands how changing one event in a sequence could lead to a different outcome • Critically examines how authors balance facts and opinions as they write about the effect of water on living things • Understands how authors organize their texts to help readers focus on certain ideas • Compares and contrasts the ways in which different authors present information on the same topic, noting techniques the authors use to make their books entertaining as well as informative • Notices how photographs or illustrations support the mood the author sets as well as add information 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

<p>Unit 4</p>	<p>3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RI.5 3.RI.6 3.RF.3 3.RF.4 3.W.3 3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1 3.L.2 3.L.4</p>	<p>This unit provides readings and discussion on the focus question: What does it take to have courage? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices and discusses how authors make characters and their fears and concerns seem believable • Uses evidence from the text to explain how authors build plots that convey the importance of determination and resilience • Explains how the dialogue authors create reflects how people speak and behave in real life • Understands how authors use humor or suspense to help make a point about determination 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 5</p>	<p>3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RI.6 3.RF.3 3.RF.4 3.W.3 3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1 3.L.2 3.L.4</p>	<p>This unit provides readings and discussion on the focus question: What makes an athlete great, both on and off the playing field? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Understands how authors use details and dialogue to convey a person's values and character • Recognizes the differences between biography, fictionalized biography, and memoir and the different kinds of challenges involved with each kind of text • Notices how authors convey the meaning of sports-related terminology in context • Understands the roles other people played in encouraging an athlete to succeed • Notices how authors include in their texts the themes of determination and overcoming obstacles 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
<p>Unit 6</p>	<p>3.RL.1 3.RL.2 3.RL.3 3.RI.1 3.RI.2 3.RI.5 3.RI.6 3.RF.3 3.RF.4</p>	<p>This unit provides readings and discussion on the focus question: What are the elements that make a mystery story work? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Understands the role of the detective as a character in a mystery story • Identifies how authors build suspense in a mystery story and how they share clues as the plot unfolds • Explains how an author reveals a detective's personality and case-solving process 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

	3.W.6 3.WF.1 3.WF.3 3.SL.1 3.L.1 3.L.4	<ul style="list-style-type: none"> • Interprets the way in which illustrations support and extend significant details in the text that concern characters, setting, and plot • Notices the similarities among mystery stories, especially those that were written by the same author 	
Handwriting	3.WF.1	Students will demonstrate and apply handwriting skills by <ul style="list-style-type: none"> • reading and writing cursive letters, upper and lower case. • transcribing ideas legibly in cursive and print, with appropriate spacing and indentation. 	<ul style="list-style-type: none"> • Handwriting Assessments

Science			
Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	3.P4U1.3 3.E1U1.4 3.L2U1.7	Sun Energy and Impact on Earth's Systems Students will develop and use models to illustrate how light from the Sun transfers energy to the Earth and how sunlight warms Earth's land, air, and water.	<ul style="list-style-type: none"> • Performance Assessments
Unit 2	3.L1U1.5 3.L1U1.6	Life Science: Plant and Animal Structures Students will understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.	<ul style="list-style-type: none"> • Performance Assessments • Multiple Choice Assessments
Unit 3	3.P2U1.2 3.P2U1.1	Physical Science: Sound and Light Students develop an understanding of the sources, properties, and characteristics of energy along with the relationship between energy transfer and the human body.	<ul style="list-style-type: none"> • Performance Assessments • Multiple Choice Assessments
Unit 4	3.L1U1.5 3.L2U1.7 3.L2U1.8	Life Science: Plant and Animal Structures Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms.	<ul style="list-style-type: none"> • Performance Assessments • Multiple Choice Assessments

Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	3.SP1.3 3.SP3.1 3.SP3.3 3.SP3.4 3.SP3.6 3.SP3.1 3.SP3.4 3.SP3.6	<p>Arizona Government and History How should we honor our state and local history? This inquiry leads students through an investigation of how history is remembered, examining the ways that communities memorialize the past and choose what stories get told; they investigate the history of Arizona from both the Native Peoples' perspective and the perspective of settlers that moved into Arizona.</p> <p>How Does The Government Support The Citizens? This inquiry engages third graders in exploring the meaning, purpose and function of government through the compelling question "How does the government support the citizens?" Assuming that most third graders know who the president is, this inquiry is designed to help students explore the different levels of governmental leadership and the idea that other authority figures exist within the state of Arizona. In learning about the levels of government and the issues each deals with, students should consider their own ideas for desired change within their communities (e.g., more recreational space, better roads, more variety in school lunches) and develop a commitment to civic participation.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 2	3.SP1.2 3.SP1.3 3.SP3.3 3.SP3.4 3.SP3.5 3.SP3.6 3.SP3.7	<p>Arizona's Native Culture How can Arizona culture and experience influence people's perceptions of the state? This inquiry engages third graders in expanding their understanding of diverse cultures. The compelling question "How can Arizona culture and experience influence people's perception of the state?" is intellectually respectful of students who, by their nature, are interested in people and their similarities and differences. It allows for engagement with several social studies disciplines as students examine diverse cultures and histories throughout the territory and state of Arizona.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 3	3.SP1.2 3.SP1.3 3.SP2.1 3.SP3.1 3.SP3.4 3.SP3.7 3.SP4.1	<p>Past and Present How does our relationship with the environment affect life in Arizona? This inquiry leads students through an investigation of natural resources located in Arizona, how these resources impact the way people are able to survive using their environmental resources (5 Cs), and the depletion of resources. Through the compelling question, How does our relationship with the environment affect life in Arizona? Assuming that most third grade</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task

		<p>scholars have an understanding of basic needs, this investigation digs deeper touching on needs that are provided in an environmental realm. Scholars should also consider the finite limitations of environmental resources and consider ways that we should preserve these precious assets.</p>	
<p>Unit 4</p>	<p>3.SP1.1 3.SP1.2 3.SP1.3 3.SP2.1 3.SP3.1 3.SP3.3 3.SP3.4 3.SP3.5 3.SP3.6 3.SP4.1</p>	<p>Our Connections to Our State If We Live in the Present, Why Should We Care About the Past? In addressing the compelling question “If We Live in the Present, Why Should We Care About the Past?” students work through a series of supporting questions, performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives. Students will engage in an exploration into the concepts of time, continuity, and change in Arizona, building on students’ understanding of the passage of time and takes them on an in-depth look at why the past matters today. The inquiry taps into a common student assumption about the authority of the present and its existence independent of past events and people. One way to explore present circumstances is through an examination of the short- and long-term effects of the past. The constructs of cause and effect are complex, chiefly because multiple causes may be associated with one event, just as multiple effects can be tied to a single cause. Through identifying the relationship of cause and effect, students learn to recognize how continuity and change over time help us understand historical developments in our present communities.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task