Teaching & Learning Standards

3rd GRADE



Cherokee County School District

ELA | Math | Science | Social Studies

3rd Grade
English Language Arts

Scope & Sequence Structure by Quarter

Domain Four domains structure the overall framework for English Language Arts Standards: Foundations, Language, Texts, and Practices.

Big Idea The Georgia Department of Education has provided Big Ideas that serve as over-arching goals for student learning across grade levels in each domain. Cherokee County School District has adapted these Big Ideas to match the rigor and responsibility that define our literacy instruction.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Expectations in bold should be mastered by the end of the grade level.**

Foundations Domain *(K-2, 3-5)* Students develop foundational literacy skills that support the interpretation and construction of texts.

Phonics Cherokee County students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Fluency Cherokee County students read texts aloud or silently with speed, accuracy, and expression.

Handwriting Cherokee County students develop handwriting skills in print and cursive.

Language Domain *(K-2, 3-5, 6-8, 9-12)* Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Texts Domain *(K-2, 3-5, 6-8, 9-12)* Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information.

Techniques: Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Practices Domain *(K-12)* Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year Long English Language Arts Practices:

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1:Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12.P.EICC.2: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

- K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
- K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
- K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
- K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
- K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.

Author's Craft (AC)

K-12.P.AC.1: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.

- K-12.P.AC.2.a: Integrate and apply literary, expository, and opinion elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
- K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
- K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience

Situating Texts (ST)

K-12.P.ST.1 Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

Collaboration & Presentation (CP)

K-12.P.CP.1: Collaborate with others to accomplish shared goals and projects.

- K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.b:	Integrate modes and genres most appropriate to purpose and audience.
K-12.P.CP.2.d:	Engage in dialogue with audiences by asking and answering questions.

Quarter 1

Foundations Domain

Phonics

3.F.P.4.a:	Decode and encode words with graphemes that represent multiple letter-sound correspondences.
3.F.P.4.b:	Decode and encode single-syllable and multisyllabic words of all syllable types.
3.F.P.4.c:	Decode and encode words with common prefixes and suffixes.

Fluency

3.F.F.1.a:	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.
3.F.F.1.b:	Read a variety of unfamiliar grade-level texts with increasing accuracy.

Language Domain

Grammar, Usage, and Mechanics

3-5.L.GC.1:

- 1.11 Use determiners (articles, possessive determiners, demonstrative adjectives).
- 1.17 Use commas to separate items in a series and to format dates, addresses, salutations, and closings.
- 1.21 Use coordinating conjunctions to join words, phrases, or clauses.
- 1.25 Use commas with coordinating conjunctions to join independent clauses.
- 1.26 Use hyphens to divide words at line breaks.

Syntax

3.L.GC.2.b	Use a variety of simple, compound and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences.

Vocabulary

3.L.V.1.a:	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
3.L.V.1.b:	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.

Texts Domain

Context

3.T.C.1.a:	Determine the purpose (entertain, persuade, inform) and target audience of a text.

3.T.C.1.b:	Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect.

Structures & Style

3.T.SS.1.a:	Describe how texts are arranged to represent information and ideas using text features and organizational structures, referring to parts of texts using terms including chapter and section.
3.T.SS.1.c:	Use conjunctions and transition words or phrases, including although and since, to add cohesion and link ideas and information.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

3.T.T.1.a:	Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.
3.T.T.1.b:	Explain how characters, setting, problem, and solution function in the plot.
3.T.T.1.c:	Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.
3.T.T.1.d:	Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures.
3.T.T.1.e:	Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure.

Research & Analysis

3.T.RA.2.a:	Refer to specific passages from a text to support an idea, answer, or opinion.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.g:	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
K-12.P.EICC.4.a:	Establish a purpose and goals for writing and identify a target audience.
K-12.P.EICC.4.c:	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussion with others.

Author's Craft (AC)

K-12.P.AC.2.d:	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

Collaboration & Presentation (CP)

K-12.P.CP.1.a:	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.2.a:	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.d:	Engage in dialogue with audiences by asking and answering questions.

Quarter 2 *Cumulative review of skills from quarter 1 will continue as new skills are introduced.*

Foundations Domain

Phonics

3-5.F.P.4:	Use knowledge of phonics to decode and encode grade-level words.

Fluency

3.F.F.1.c:	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

Handwriting

3.F.H.4.a:	Practice forming cursive letters and connectors in words.

Language Domain

Grammar, Usage, and Mechanics

3-5.L.GC.1:	• 1.18 Use apostrophes to form contractions and singular possessive nouns. • 1.19 Form and use irregular plural nouns • 1.23 Use collective and abstract nouns. • 1.33 Use helping and linking verbs. • 1.37 Use apostrophes to form plural possessives nouns.

Syntax

3.L.GC.2.c	Use correct subject and verb agreement in a variety of sentences.

Vocabulary

3.L.V.3.a	Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases.
3.L.V.3.d	Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.

Texts Domain

Context

3.T.C.2.c:	With adult support, identify the context in which a text is written (e.g., time period, individual, situational).

Structures & Style

3.T.SS.2.a:	Identify and describe the use of figurative language, including similes, metaphors, and idioms in a wide variety of texts.
3.T.SS.1.d:	Craft related sentences into clear and cohesive paragraphs.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

3.T.T.2.a:	Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.
3.T.T.2.b:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3.T.T.2.c:	Integrate and explain information from two texts on the same topic in relationship to important points and key details.
3.T.T.2.d:	Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations) and provide a concluding statement or section.
3.T.T.4.a:	Discuss and explain techniques used to present and design poetry, including rhyme scheme.

Research & Analysis

3.T.RA.1.b:	Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.
3.T.RA.1.c:	Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.b:	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c:	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

Situating Texts (ST)

K-12.P.ST.2.a:	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

Quarter 3 *Cumulative review of skills from quarters 1 and 2 will continue as new skills are introduced.*

Foundations Domain

Phonics

3-5.F.P.4:	Use knowledge of phonics to decode and encode grade-level words.

Fluency

3.F.F.1.d:	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.

Handwriting

3.F.H.3.a:	Read phrases and sentences written in cursive.

Language Domain

Grammar, Usage, and Mechanics

3-5.L.GC.1:

- 1.20 Form and use the past tense of irregular verbs.
- 1.24 Use reflexive pronouns.
- 1.27 Form and use prepositional phrases.
- 1.28 Form and use comparative and superlative adjectives and adverbs.
- 1.29 Ensure pronoun-antecedent agreement.
- 1.31 Use relative pronouns and relative adverbs.
- 1.35 Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.
- 1.38 Use indefinite pronouns, ensuring correct agreement.

Syntax

3.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.

Vocabulary

3.L.V.2.a:	Deconstruct words using common roots, root words, and affixes to determine meaning.
3.L.V.2.b:	Identify affixes associated with specific parts of speech (e.g., ly is commonly used with adverbs) to aid comprehension.
3.L.V.3.b:	Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings.

Texts Domain

Context

3.T.C.2.a:	Describe different perspectives of the narrator or speakers and distinguish them from their own.

Structures & Style

3.T.SS.2.b:	Use figurative language, including similes, metaphors, and idioms, to show relationships between ideas and information.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

3.T.T.3.a:	Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence.
3.T.T.3.c:	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.

Research & Analysis

3.T.RA.1.a:	Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.d:	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.f:	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.4.g:	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

Situating Texts (ST)

K-12.P.ST.2.c:	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.

Collaboration & Presentation (CP)

K-12.P.CP.1.c:	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

Quarter 4 *Cumulative review of skills from quarters 1, 2, and 3 will continue as new skills are introduced.*

Foundations Domain

Phonics

3-5.F.P.4:	Use knowledge of phonics to decode and encode grade-level words.

Fluency

3.F.F.1:	Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension

Handwriting

3.F.H.4.b:	Use appropriate spacing between cursive words in a sentence.

Language Domain

Grammar, Usage, and Mechanics

3-5.L.GC.1:	• 1.39 Use subordinating conjunctions to join clauses. • 1.40 Use commas after introductory phrases or clauses. • 1.41 Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.

Syntax

3.L.GC.2.a:	Distinguish between correctly structured simple, compound, and complex sentences.

Vocabulary

3.L.V.2.c:	Construct words using common roots, root words, and affixes.
3.L.V.3.c:	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3.L.V.3.e:	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.

Texts Domain

Context

3.T.C.1.c:	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.

Structures & Style

3.T.SS.1.b	Design texts using a variety of structures and features, according to audience and purpose.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

3.T.T.4.b:	Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect.

Research & Analysis

3.T.RA.2.b:	Determine what makes a source text credible and relevant and identify examples.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.4.f:	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

Situating Texts (ST)

K-12.P.ST.2.b:	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.

Collaboration & Presentation (CP)

K-12.P.CP.1.d:	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
K-12.P.CP.2.b:	Integrate modes and genres most appropriate to purpose and audience.

Year Long Mathematical Practices (MP):

Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration, and expression. Seek help and apply feedback. Set and monitor goals.

MP.1 – Make sense of problems and persevere in solving them.

MP.2 – Reason abstractly and quantitatively

MP.3 – Construct viable arguments and critique reasoning of others.

MP.4 – Model with mathematics.

MP.5 – Use appropriate tools strategically.

MP.6 – Attend to precision.

MP.7 – Look for and make use of structure.

MP.8 – Look for and express regularity in repeated reasoning.

Semester 1 (August - December)

Unit 1 – Building a Strong Foundation (4 -5 weeks)

The first weeks of school are focused on developing routines that support the Mathematical Practices. This unit will allow teachers to build upon previous learning, and students get to know themselves as math learners. Students will strengthen their understanding of place value, addition, and subtraction up to 1,000 (as a review of 2nd Grade Mastery) through meaningful tasks and number sense routines.

Overarching Standards for Unit 1

NR.1: Use place value understanding to represent, read, write, and compare numerical values up to 1,000 and round whole numbers up to 1,000.

PAR.2: Use part-whole strategies, represent, and solve real-life problems involving addition and subtraction with whole numbers up to 1,000.

Standards for Student Mastery for Unit 1

NR.1.1: Read and write multi-digit whole numbers up to 1,000 using base-ten numerals and expanded form.

NR.1.2: Use place value reasoning to compare multi-digit numbers up to 1,000, using >, =, and < symbols to record the results of comparisons.

NR.1.3: Use place value understanding to round whole numbers up to 1,000 to the nearest 10.

PAR.2.1: Add and subtract fluently within 1,000 to solve problems using pictures, models, or words. Use addition and subtraction equations to solve real-world problems up to 1,000.

Unit 2 – Place Value, Addition & Subtraction up to 10,000 (4 – 5 weeks)

In Unit 2, students will extend their understanding of the base-ten system to include numbers to 10,000. Students will use their understanding of place value to compare four-digit numbers, round whole numbers up to 1,000 to the nearest 10 or 100, fluently add and subtract within 1,000 while expanding the application of part-whole strategies, properties of operations and place value to add and subtract within 10,000. Students will represent real-life, mathematical problems using equations with unknowns in all positions and assess the reasonableness of their answers.

Overarching Standards for Unit 2

NR.1: Use place value understanding to represent, read, write and compare numerical values up to 10,000 and round whole numbers up to 1,000.

PAR.2: Use part-whole strategies, represent, and solve real-life problems involving addition and subtraction with whole numbers within 10,000. Use computational fluency to master addition and subtraction to 1,000 by end of Grade 3.

MDR.5: Solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 2

NR.1.1: Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form.

NR.1.2: Use place value reasoning to compare multi-digit numbers up to 10,000 using <, >, and = symbols to record the results of comparisons.

NR.1.3: Use place value understanding to round whole numbers up to 1,000 to the nearest 10 or 100.

PAR.2.1: Practice adding and subtracting up to 10,000 while building computational fluency within 1,000 to solve problems.

PAR.2.2: Apply part-whole strategies, properties of operations, and place value understanding to solve problems involving addition and subtraction within 10,000.

MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Unit 3– Exploring Multiplication (4 – 5 weeks)

In Unit 3, students will explore multiplication through hands-on investigations and authentic problems. Students will explore patterns and properties and discover relationships between multiplication facts. Students will also begin to make connections between repeated addition and multiplication by modeling with arrays.

Overarching Standards for Unit 3

PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication with whole numbers within 100.

Standards for Student Mastery for Unit 3

PAR.3.1: Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.
PAR.3.2: Represent single digit multiplication facts using a variety of strategies.
PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply within 100.
PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.
PAR.3.6: Solve practical, relevant problems involving multiplication within 100 using part-whole strategies, visual representations, and/or concrete models.

Unit 4 – Relating Multiplication to Division (4 – 5 weeks)

In this unit, students will learn that multiplication and division are inverse operations that can be used to solve problems involving equal groups, arrays, and area measurements. Students will discover that numbers of objects can be divided by partitioning them into equal shares (partitive) and by grouping them into groups of a known size (quotative). Students will create statistical investigative questions, collect, analyze, and interpret numerical and categorical data as an entry point for learning about equal-size groups and multiplication. Students will also be introduced to scaled graphs for the first time.

Overarching Standards for Unit 4

PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

MDR.5: Solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 4

PAR.3.2: Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.

PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.

PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.

PAR.3.5: Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10 - 90.

PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

PAR.3.7: Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Semester 2 (January – May)

Unit 5 – Connecting Length, Perimeter, and Area (4 – 5 weeks)

In Unit 5, students use a ruler to measure length to the nearest inch. Students also measure side lengths of polygons to determine the perimeter and develop their understanding of area as a measurement by exploring square units within rectangles and explaining that the area of a rectangle can be determined by multiplying the side lengths.

Overarching Standards for Unit 5

MDR.5: Solve real-life, mathematical problems involving length and analyze graphical displays of data to answer relevant questions.

GSR.7: Identify area as a measurable attribute of rectangles. Determine the area of a rectangle presented in real-life, mathematical problems.

PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

GSR.8: Determine the perimeter of a polygon presented in real-life, mathematical problems.

Standards for Student Mastery for Unit 5

MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems involving the length of objects relevant to perimeter and area problems in everyday life.

MDR.5.4: Use rulers to measure lengths to the nearest whole inch.

MDR.5.5: Estimate and measure lengths of objects using customary units. Solve problems involving length relevant to perimeter and area given in the same unit.

GSR.7.1: Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).

GSR.7.2: Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.

GSR.7.3: Discover and explain how area can be found by multiplying the dimensions of a rectangle.

PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.

PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

PAR.3.7: Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

GSR.8.1: Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.

GSR.8.2: Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.

Unit 6 – Two-Step Problems, Measurement, and Time (4 – 5 weeks)

In Unit 6, students solve and represent authentic problems using all four operations, including problems involving measurement and elapsed time. Students recognize problem situations that indicate when to add, subtract, multiply, or divide and build appropriate equations to solve them.

Overarching Standards for Unit 6

PAR.2: Use part-whole strategies, represent, and solve real-life problems involving addition and subtraction with whole numbers within 10,000. Use computational fluency to master addition and subtraction to 1,000 by end of Grade 3.

PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 6

PAR.2.1: Practice adding and subtracting up to 10,000 while building computational fluency within 1,000 to solve problems.

PAR.2.2: Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000.

PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.

PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

PAR.3.7: Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems involving length, liquid volume, mass, and elapsed time relevant to everyday life.

MDR.5.2: Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.

MDR.5.3: Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.

MDR.5.5: Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units within the customary system.

Unit 7 – Fractions as Numbers (5 – 6 weeks)

In this unit, students will develop an understanding of fractions as numbers with an emphasis on unit fractions. Students understand that fractions are numbers that describe the division of a whole into equal parts. Students represent fractions with models, diagrams, and number lines and use these models to compare, find, and generate equivalent fractions. Students will extend their understanding of measurement to the nearest half or quarter of an inch. Students will create statistical investigative questions, collect, analyze, and interpret numerical and categorical data.

Overarching Standards for Unit 7

NR.4: Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a context using visual models.
MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 7

NR.4.1: Describe a unit fraction, for example $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{8}$. Explain how multiple copies of a unit fraction form a non-unit fraction, $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.

NR.4.2: Compare two unit fractions by using a variety of tools and strategies.

NR.4.3: Represent fractions, including fractions greater than one, in multiple ways.

NR.4.4: Recognize and generate simple equivalent fractions.

MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

MDR.5.4: Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.

Unit 8 – Two-Dimensional Shapes (2 - 3 weeks)

In this unit, students will reason about attributes (features) of shapes including parallel segments, perpendicular segments, angles, and symmetry.

Overarching Standards for Unit 8

GSR.6: Identify the attributes of polygons, including parallel segments, perpendicular segments, angles, and symmetry.

Standards for Student Mastery for Unit 8

GSR.6.1: Identify perpendicular line segments, parallel line segments, and acute, right, and obtuse angles; identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and angles.

GSR.6.2: Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.

GSR.6.3: Identify lines of symmetry in polygons.

Unit 9 – Culminating Task (1 – 2 weeks)

The culminating task allows students to apply content learned in previous units throughout the school year while engaging in open-ended, inquiry-based learning. This task should invite students to investigate a real-world mathematical problem using the Mathematical Modeling Framework and/or the Framework for Statistical Reasoning. Students will demonstrate deep understanding of the standards by creating a presentation, report, or demonstration that answers an overarching driving question.

Overarching Standards for Unit 9

NR.1: Use place value understanding to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000 to the nearest 10 or 100.

NR.4: Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a context using visual models.

PAR.2: Use part-whole strategies, represent, and solve real-life problems involving addition and subtraction with whole numbers within 10,000. Use computational fluency to demonstrate mastery of addition and subtraction to 1,000.

PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

GSR.6: Identify the attributes of polygons, including parallel segments, perpendicular segments, angles, and symmetry.

GSR.7: Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.

GSR.8: Determine the perimeter of a polygon presented in real-life, mathematical problems.

MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 9

ALL associated learning objectives.

United States History – American Indian Cultures through Colonization

In third grade, students begin a three-year study of United States history in which all four strands (history, geography, civics/ government, and economics) are integrated. Students learn about American Indian cultures and the exploration and colonization of North America. The geography strand emphasizes the influence of geography on early U.S. history. In the civics/government strand, students learn about the elements of our representative democracy and their rights and responsibilities as good citizens. Students will extend and apply their understanding of basic economic concepts.

Social Studies standards integrate the three dimensions of **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

<table>
<tr><th>Information Processing Skills</th><th>Map and Globe Skills</th><th>Disciplinary Domains</th></tr>
<tr><td>IPS. 1: Compare similarities and differences (A)</td><td>MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)</td><td rowspan="2">Historical Understandings (H)</td></tr>
<tr><td>IPS. 2: Organize items chronologically (M)</td><td rowspan="2">MGS.2: Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)</td></tr>
<tr><td>IPS.3: Identify issues and/or problems and alternative solutions (D)</td><td rowspan="2">Geographic Understandings (G)</td></tr>
<tr><td>IPS.4: Distinguish between facts and opinion. (M)</td><td>MGS.3: Use a letter/number grid system to determine location. (M)</td></tr>
</table>

IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (D)	**MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map. (M)	
IPS.6: Identify and use primary and secondary sources. (D)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (D)	Government/Civic Understandings (CG)
IPS.7: Interpret timelines, charts, and tables. (D)		
IPS.8: Identify social studies reference resources to use for a specific purpose. (M)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (D)	
IPS.9: Construct charts and tables. (M)		
IPS.10: Analyze artifacts. (D)		
IPS.11: Draw conclusions and make generalizations. (I)	**MGS.8:** Draw conclusions and make generalizations based on information from maps. (I)	Economic Understandings (E)
IPS.12: Analyze graphs and diagrams. (I)		
IPS.13: Translate dates into centuries, eras, or ages. (I)	**MGS.9:** Use latitude and longitude to determine location. (I)	

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

Semester 1 (August – December)

Unit 1 – United States Geography (4 weeks)

G1: **Locate major topographical features on a physical map of the United States.**

G1.a: Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

G1.b: Locate major mountain ranges of the United States of America: Appalachian, Rocky.

G2: **Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.**

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

Unit 2 – American Indians (5 weeks)

H1: **Describe early American Indian cultures and their development in North America.**

H1.b: Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

H1.a: Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.

H1.c: Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

G3.a: Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

MGS.2: Use intermediate directions when describing location (northeast, southeast, northwest, southwest).

MGS.3: Use a letter/number grid system to determine location.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

Unit 3 – European Explorers – (5 weeks)

H2: Describe European exploration in North America.

H2.b: Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

H2.a: Describe the reasons for and obstacles to the exploration of North America.

H2.c: Describe examples of cooperation and conflict between European explorers and American Indians.

G3.b: Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

Unit 4 – British Colonial America (4 weeks)

H3: Explain the factors that shaped British Colonial America.

H3.b: Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).

H3.a: Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).

H3.c: Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

G3.c: Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

Semester 2 (January – May)

Unit 4 (continued) – British Colonial America (5 weeks)

H3: Explain the factors that shaped British Colonial America.

H3.b: Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).

H3.a: Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).

H3.c: Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

G3.c: Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

Unit 5– Government (5 weeks)

CG1: Describe the elements of representative democracy/republic in the United States.

CG1.c: State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

CG2: Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

CG2.b: Explain the necessity of obeying reasonable laws/rules voluntarily and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

CG1.a: Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).

CG1.b: Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).

CG2.a: Explain the necessity of respecting the rights of others and promoting the common good.

Unit 6 – Economics (8 weeks)

E1: **Define and give examples of the four types of productive resources.**

E1.d: Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

E2: **Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.**

E3: **Give examples of interdependence and trade and explain the benefits of voluntary exchange.**

E3.a: Describe the interdependence of consumers and producers.

E4: **Explain the concept of opportunity cost as it relates to making a saving or spending choice.**

E1: Define and give examples of the four types of productive resources.

E.1.a: Natural (land)
E.1.b: Human (labor)
E.1.c: Capital (capital goods)

E.3.b: Describe how goods and services are allocated by price in the marketplace.

E.3.c: Explain that some goods are made locally, some elsewhere in the country, and some in other countries.

E.3.d: Explain that most countries create their own currency for use as money.

3rd Grade
Science

Course Description

The Third Grade Cherokee Teaching & Learning Standards for Science engage students in making observations and using information they obtained to answer questions. Their communication skills allow them to record findings, analyze data, and recognize the importance of keeping records of observations without making alterations. Third graders add and subtract whole numbers mentally, on paper, and with a calculator. They observe, construct, and measure objects using ordinary hand tools. They observe things with many parts and describe the ways in which the parts influence or interact with one another. They represent objects in the real world with geometric figures, number sequences, graphs, diagrams, maps, and stories. The students will use this information to explain physical attributes of rocks and soils, understand how fossils provide evidence of organisms that lived long ago, describe ways in which heat energy is transferred and measured, identify features of plants and animals within the geographical regions of Georgia, and recognize the effects of pollution on the environment.

Science standards integrate the three dimensions of **Science and Engineering Practices (SEPs)**, **Crosscutting Concepts (CCCs)**, and **Disciplinary Core Ideas (DCIs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and core scientific principles. Together, they show how science standards engage *students* in obtaining, evaluating, and communicating information.

Science and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
Asking Questions (Science) and Defining Problems (Engineering)	Patterns	Engineering, Technology, and the Application of Science (TLS)
Developing and Using Models	Cause and Effect: Mechanism and Explanation	
Planning and Carrying Out Investigations	Scale, Proportion, and Quantity	Physical Science (P)
Analyzing and Interpreting Data	Systems and System Models	
Mathematics and Computational Thinking	Energy and Matter: Flows, Cycles, and Conservation	Life Science (L)
Constructing Explanations (Science) and Designing Solutions (Engineering)		
Engaging in Argument from Evidence	Structure and Function	Earth and Space Science (E)
Obtaining, Evaluating, and Communicating Information	Stability and Change	

Science and Engineering Practices are fundamental approaches that scientists and engineers use to investigate the natural world and solve practical problems. **Crosscutting Concepts** in science are overarching themes that bridge various disciplines, helping students and researchers see connections and deepen their understanding of the natural world. **Disciplinary Core Ideas** are fundamental concepts that students need to understand to develop a deep knowledge of science across various disciplines.

Semester 1 (August – December)

Unit 0: Thinking Like a Scientist (2 weeks)

This unit aims to immerse third-grade students in the process of scientific inquiry, focusing on developing intermediate scientific thinking skills. Students will learn to design experiments, analyze data, and draw evidence-based conclusions. Throughout the unit, students will use more complex scientific vocabulary, formulate hypotheses, conduct controlled experiments, utilize a range of tools and technology to gather and analyze data, and effectively communicate their results and conclusions. Thinking Like a Scientist standards should continue to be embedded and developed throughout the course across the entire school year.

Overarching Standard for Unit 0

TLS3-5: Develop intermediate scientific thinking skills by designing experiments, analyzing data, and drawing evidence-based conclusions (e.g., engineering design process, problem-solving process, design challenges, etc.).

Supporting Standards for Student Mastery in Unit 0

TLS3-5.a: Use more complex scientific vocabulary such as data, claim, hypothesis, evidence, analyze, reasoning, variables, and justification.

TLS3-5.b: Formulate hypotheses and conduct controlled experiments.

TLS3-5.c: Use a range of tools and technology to gather, measure, explain, and analyze data. Read and interpret data in a graph to answer questions about totals and simple comparisons.

- Use of metric units begins in 4th grade.

TLS3-5.d: Collaborate and communicate results and conclusions effectively, using various formats (e.g., reports, presentations, argument boards).

Unit 1: Habitats and Adaptations (9 weeks)

In this unit, students will gather information and construct explanations of plant/animal adaptations and habitats across geographic regions of Georgia. Students will investigate how adaptations enable survival and why organisms are suited to specific habitats based on evidence.

Overarching Standard for Unit 1

3L1: Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.

3L1.c: Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

Supporting Standards for Student Mastery in Unit 1

3L1.a: Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.

- Differentiate between a habitat and a region.

3L1.b: Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.

Unit 2: Rocks and Soils (7 weeks)

In this unit, students will analyze data and use patterns to recognize similarities and differences in rock and soil properties. Students will investigate the local environment to understand and explain the interactions between water, wind, soil, and rocks over time.

Overarching Standard for Unit 2

3E1: Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.

3E1.c: Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.

(*Clarification statement*: Examples could include ripples in dirt on a playground and a hole formed under gutters.)

Supporting Standards for Student Mastery in Unit 2

3E1.a: Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. (*Clarification statement*: Mohs scale should be studied at this level. Cleavage, streak and the classification of rocks as sedimentary, igneous, and metamorphic are not studied until sixth grade.)

3E1.b: Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).

Semester 2 (January – May)

Unit 3: Fossils (4 weeks)

In this unit, students will construct arguments based on evidence from fossil observations and develop models to explain the processes that lead to fossilization and preservation over time. Students will recognize trends and evidence from fossils that reveal past organisms and environments.

Overarching Standard for Unit 3

3E2: Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

3E2.a: Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.

- Use fossil evidence to justify where an organism once lived.

Supporting Standards for Student Mastery in Unit 3

3E2.b: Develop a model to describe the sequence and conditions required for an organism to become fossilized.

(*Clarification statement*: Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)

Unit 4: Pollution and Conservation (5 weeks)

In this unit, students will ask questions to gather information about sources and effects of pollution on plants and animals to communicate solutions, such as conservation and recycling. Students will emphasize cause and effect in recognizing the interconnectedness of human activities, pollution, and environmental impacts on ecosystems.

Overarching Standard for Unit 4

3L2: Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.

- Identify sources of pollution (air, land and water).

3L2.b: Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.

- Explain the benefits of conserving resources and recycling materials.

Supporting Standards for Student Mastery in Unit 4

3L2.a: Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.

Unit 5: Heat (9 weeks)

In this unit, students will investigate ways that heat energy is transferred and measured to design and construct devices based on gathered data. Students will focus on the concepts of energy and matter, in understanding heat sources and their effects, while exploring how different materials and structures can influence the warming effects of sunlight.

Overarching Standard for Unit 5

3P1: Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.

3P1.c: Use tools and everyday materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.

(*Clarification statement*: Conduction, convection, and radiation are taught in upper grades.)

Supporting Standards for Student Mastery in Unit 5

3P1.a: Ask questions to identify sources of heat energy.

(*Clarification statement*: Examples could include sunlight, friction, and burning.)

- Explain how heat energy is created.

3P1.b: Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.

(*Clarification statement*: The use of both Fahrenheit and Celsius temperature scales is expected.)