

Learning Objectives

Grade Three

Fulton
County Schools
Where Students Come First

Dear Parents/Guardians:

As part of our commitment to you as our stakeholders, the Curriculum Department of the Fulton County School System has identified learning objectives for all content areas taught in our schools. These learning objectives specify what a learner should know and be able to do at each grade level.

The learning objectives are organized by grade and reflect the Georgia Performance Standards (GPS) as appropriate (i.e., Language Arts, Mathematics, Science and Social Studies), and the Quality Core Curriculum (QCC) standards from the State of Georgia as well as national standards. We hope this will be helpful to you as you support your child's success in school. Please let us know how this document can be improved to best meet your needs.

Sincerely,
K-12 Curriculum Staff

Language Arts

Reading

- Apply reading strategies explicitly to comprehend literary and informational texts
- Read familiar text with fluency; self correct's errors
- Distinguish fact from opinion
- Recognize author's purpose
- Identify and infer explicit and implicit main idea and supporting details in stories and informational text
- Recall explicit facts and infer implicit facts
- Identify basic genre elements (poetry, fiction, non-fiction, and drama)
- Identify the meaning of common idioms and incorporate them into oral and written language
- Use context clues and knowledge of root words, prefixes and suffixes to determine the meaning of unknown words

Writing

- Adjust writing for a variety of purposes and audiences
- Use the steps of the writing process
- Begin to form opinions about what they read and experience and apply to their writing
- Use a variety of resources and organizational patterns to convey information from research and/or to respond to questions
- Use organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and differences, and question and answer)

- Begin to use descriptive adjectives and verbs to communicate setting, character, and plot and to develop characters through action and dialogue
- Begin to include relevant facts and details from a variety of resources
- Write narrative, informative, response to literature, and persuasive pieces
- Write legibly in cursive

Conventions

- Apply grammatical rules in the writing process: recognize and use nouns, adjectives and pronouns, contractions
- Edit by correcting for standard conventions of spelling, capitalization, and punctuation
- Apply knowledge of common subject-verb agreement
- Identify and use increasingly complex sentence structure
- Demonstrate when to use formal and informal language
- Determine meaning of a word from how it is used

Listening, Speaking and Viewing

- Listen to and view a variety of media to acquire information
- Recall, interpret, and summarize information presented orally

Mathematics

By the end of grade three, students will understand place value. They will further develop their understanding and their skills with addition and subtraction of whole numbers and decimals. They will also expand their knowledge base

of multiplication and division of whole numbers. Students will understand the concepts of length, perimeter, area, and time. Students will broaden their understanding of characteristics of previously studied geometric figures. They will solve problems by collecting, organizing, displaying and interpreting data.

Instruction and assessment will include the use of manipulatives and appropriate technology. Topics will be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts will be introduced and used in the context of real world phenomena.

Numbers and Operations

Students will use decimal fractions and common fractions to represent parts of a whole. They will also understand the four arithmetic operations for whole numbers and use them in basic calculations, and apply them in problem solving situations.

- Further develop their understanding of whole numbers and decimals and ways of representing them
- Further develop their skills of addition and subtraction and apply them in problem solving
- Further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving
- Understand the meaning of division and develop the ability to apply it in problem solving
- Understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations

- Further develop their skills of counting back change using the fewest number of coins

Geometry

Students will further develop their understanding of characteristics of previously studied geometric figures

- Further develop their understanding of geometric figures by drawing them, stating and explaining their properties

Measurement

Students will understand and measure time and length. They will also model and calculate perimeter and area of simple geometric figures.

- Further develop their understanding of the concept of time by determining elapsed time of a full, half, and quarter hour
- Measure length using appropriate units and tools
- Understand and measure the perimeter and area of geometric figures

Algebra

Students will understand how to express relationships as mathematical expressions.

- Use mathematical expressions to represent relationships between quantities and interpret given expressions

Data Analysis and Probability

Students will gather, organize, and display data and interpret graphs.

- Create and interpret simple tables and graphs

Process Standards

Each topic studied in this course is developed with careful thought toward helping every student achieve

the following process standards.

- Solve problems (using appropriate technology)
- Reason and evaluate mathematical arguments
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Science

Characteristics of Science (Habits of Mind & The Nature of Science)

- Measure, keep records, and offer reasons for scientific findings
- Understand the importance of safety
- Use computational skills to analyze scientific data correctly
- Use the relevant tools of science to explore scientific matters
- Understand and communicate scientific ideas clearly
- Be familiar with both old and new scientific knowledge

Earth Science

- Investigate and recognize the physical attributes of rocks and minerals
- Investigate fossils and describe how a fossil is formed

Physical Science

- Categorize ways to produce heat
- Understand that a change in temperature indicates a change in heat

- Investigate magnets and how they affect each other and other common objects

Life Science

- Differentiate among the habitats of Georgia including the organisms that live in them
- Recognize the effects of pollution and humans on the environment
- Identify ways to protect the environment

*Science Glossary

Conduction is the direct transfer of heat from one object to another.

Conductors are materials that allow heat to pass through them most easily (i.e., copper).

Constructing hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.

Convection is a type of heat energy transfer that occurs in a gas or liquid.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Ecosystem is a complex community where living things and nonliving components of the environment interact.

Experimenting includes the design and implementation of procedures to obtain reliable

information about inter-relationships between objects and events. Investigating includes formulating and solving a problem, experimenting, and drawing conclusions.

Formulating models includes describing or constructing physical, verbal, mental, or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned experiments.

Habitat is an environment that meets the needs of an organism.

Igneous rock is a type of rock that forms from molten magma and lava that cools and hardens.

Insulators are materials that do not let heat move easily through them (i.e. plastics, rubber, wood, paper, cloth, ceramics)

Metamorphic rock is a type of rock that forms from existing rocks because of changes caused by heat, pressure, or chemicals.

Radiation is the transfer of heat energy through empty space.

Sedimentary rock is a type of rock that forms when sediments harden. Most sedimentary rocks form in layers.

Social Studies (Our Democratic Heritage)

History

- The student will explain the political roots of our modern democracy in the United States of America
- The student will discuss the lives of Americans who ex-

panded peoples rights and freedoms in a democracy

Geography

- Locate major topographical features
- Describe the cultural and geographic systems associated with historical figures

Civics and Government

- Explain the importance of the basic principles that provide the foundation of a republican form of government
- Discuss the character of different historical figures: Frederick Douglas, Susan B. Anthony, Mary McLeod Bethune, Franklin Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson and Cesar Chavez

Economics

- Describe the four types of productive resources
- Explain that governments provide certain types of goods and services in a market economy and pay for these through taxes
- Give examples of interdependence and trade and will explain how voluntary exchange benefits both parties
- Describe the costs and benefits of personal spending and saving choices

Health Education

Safety and Injury Prevention

- Practice conflict resolution
- Follow safety guidelines for different weather conditions and

natural disasters

Nutrition

- Select the appropriate number of servings from the food guide pyramid
- Identify methods of health promotion (choosing healthy foods) and make food selections that reduce the risk of disease

Personal Health

- Choose behaviors that promote a healthy mind (reading, exercising, talking with adults about feelings)
- Express feelings in healthful ways by developing communication skills
- Identify resources from home, school, and community that provide reliable health information

Family Living/Growth and Development

- Develop relationship skills (adjust to changing families; avoid racial, gender, religious, and ethnic discrimination)
- Develop an awareness of personal health needs by setting personal health goals (getting enough sleep, watching less TV)

Communicable and Chronic Diseases

- Identify ways to manage chronic diseases and prevent other diseases (diabetes, heart disease)
- Obtain information about family history of diseases (heart disease, sickle cell)

Alcohol, Tobacco, and Other Drugs

- Identify school and community

resources for intervention and treatment (school clinic assistant, school counselor, local health department)

- Identify behaviors that are safe, risky, or harmful to self and others (picking up needles, sharing personal items)
- Know that the use of alcohol, tobacco, and other drugs can be harmful

Environmental Health

- Recycle materials

Physical Education

Fitness

- Identify and maintain continuous aerobic activity for an age appropriate period (walking for 20 minutes)

Motor Skills

- Demonstrate progression of manipulative skills (eye-foot, eye-hand coordination)
- Refine sequential stunts, tumbling, and balancing activities and include use of apparatus activities (climbing frames, balance beam, stilts)

Movement Awareness

- Refine relationships of unison and contrast (at the same time, exact opposite), meeting and parting, leading and following

Cognitive (*Knowledge Gained*)

- Identify and demonstrate understanding of components of health related fitness (cardio-

vascular endurance, muscular endurance, muscular strength, flexibility, body composition)

- Count resting heart rate
- Design and follow classroom rules and procedures (come into gym quietly, follow instructions, share equipment)

Affective/Social

(Relating to Emotions/Feelings, Group Learning)

- Participate in activities alone and with others

Art

Production

- Create artwork from: Concepts and topics from other curriculum areas, careful observation, visualization

Criticism

- “Read” artwork, both expressive qualities in artwork and personal interpretations
- Compare and contrast artwork with same subject matter and different feelings; different subject matter and similar feelings

History

- Discuss art as historical record; explain artwork as characteristic of historical period in which it was produced
- Place selected artwork in chronological order based on clues in the artwork
- Recognize and associate selected artists and cultures with their artwork
- Discuss influences of technology on art (ex. photography,

advertising, architecture, popular culture)

Aesthetics

- Recognize differences between original artwork and reproductions
- Discuss functional art; explore purposes of art in today’s world and past cultures
- Recognize how criteria for valuing art vary from culture to culture and person to person; discusses other individuals reason for preference in artwork
- Formulate and defend interpretations of artwork

Relationship to Other Subjects

- Use new art words in paragraphs about artwork
- “Read” artwork as visual text: Identify and infer main idea, supporting details; generate questions to improve interpretation; distinguish fact from opinion; make inferences and support with evidence; observe explicit facts and infer implicit facts; connect artwork with personal experiences; recognize artist’s purpose; summarize artwork content/meaning
- Make natural connections/extensions of each art unit with math, language arts, science & social studies

Habits of Mind

- Build visualization, observation skills
- Understand that problems have more than one solution
- Develop care in craftsmanship; understand how the whole is larger than the parts

- Practice self-evaluation skills: understand learning goals for each art work; evaluate when goals are reached
- Evaluate work in progress and adjust as necessary

Music

Performing

- Sing/play expressively (loud/soft, fast/slow, upward/downward movement)

Listening, Responding, and Creating

- Create and arrange short songs and instrumental pieces within specified guidelines

Historical and Cultural Context

- Identify and describe roles of musicians in various music settings and cultures (organ music in a religious ceremony or marching music for patriotic events)

Relationship to Other Subjects

- Apply scientific principles to creating and analyzing sound of musical instruments (Investigate how notes are produced by shortening or lengthening a vibrating string)

Technology Literacy

Ethics

- Use proper computer etiquette (no food or drinks, tidiness)
- Use locally established policies and procedures for acceptable use of resources (when and how

to use the ‘A’, ‘D’, or CD-ROM drives, mouse, mouse pad)

Communication

- Use tools (spell check, thesaurus, dictionary)
- Edit (import text, graphics and images)
- Use file management (save, save as, find)
- Use hardware and software options

Information Processing

- Define and use terms such as browser, search engine, and bookmark

Productivity

- Identify/explain components of the computer (external modem, server, network, and applications)
- Define and use terminology (hard drive, memory folders)

Information Literacy Standards

Access Information (Inquire, Think Critically, and Gain Knowledge)

Frame questions that will lead to the appropriate information and where to seek that information.

- Identify the information question and problem
- Relate question or problem to what is already known
- Refine the question or problem
- Identify what further information is needed.
- Read, view, and listen for information presented in any format

(e.g., textual, visual, media, digital) in order to make inferences and gather meaning

Evaluate Information Critically and Completely

Identify inaccurate and misleading information

- Consider and prioritize possible sources of information
- Identify subject and key word

Use Information

Communicate information and ideas for a variety of purposes

- Share knowledge and learning with others, both in face-to-face situations and through technology (e.g., blogs, wikis, podcasts, etc.)

Appreciate Literature

Select, read and appreciate books from different types of genres (poetry, fiction, nonfiction, folktales, etc.)

- Read with competence and self motivation
- Read independently to understand self, others, and the world
- Use reading to pursue personal goals and interests

Apply Principles of Information Literacy

Evaluate and extract information using multiple literacies, including digital, visual, textual, and technological as crucial skills.

- Evaluate the appropriateness of information, with assistance.)
- Review information need and adjust search strategies (e.g., index, table of content, subject, author, title, etc.)
- Extract information from source

- Use creative and artistic formats to express personal learning

Talented and Gifted

Advanced Communication Skills

- Use written, spoken, and technological media to convey new learning or challenge existing ideas
- Produce written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language
- Create products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences
- Use a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication
- Apply interviewing techniques for a variety of purposes
- Anticipate and address potential misunderstandings, biases, and expectations in communication with others
- Respond to contributions of others, considering all available information
- Participate in small group discussions to argue persuasively or reinforce others' good points
- Maintain a journal or log for self-reflection and/or self-evaluation
- Support and defend one's own opinions while respecting the opinions of others

Advanced Research Skills

- Use a variety of print and non-print resources to investigate a topic of interest
- Formulate original and appropriate questions to test the limits of an existing body of knowledge
- Use concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data
- Select appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, field, correlational, action, survey, interview) to conduct scientific investigations
- Gather, organize, analyze, and synthesize data from multiple sources to support or disprove a hypothesis
- Develop and use systematic procedures for recording and organizing information
- Evaluate research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions
- Allow for and accept alternative interpretations of data
- Use APA or MLA style to document/cite references, resources, quotations, notes and biographies
- Defend research findings in a presentation or exhibit
- Apply ethical standards to research and analyses

Creative Thinking/Creative Problem Solving Skills

- Question accepted practices, rules, and existing principles to discover new knowledge
- Design, apply, evaluate, and adapt

- a variety of innovative strategies when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).
- Incorporate brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products
- Demonstrate skills in fluency and flexibility to solve problems or create new products
- Develop original ideas, presentations, or products through synthesis and evaluation
- Clarify, illustrate, or elaborate on an idea for product improvement
- Use analogies, metaphors, illustrations, and/or models to explain complex concepts
- Tolerate ambiguity when solving problems
- Recognize and assume risks as a necessary part of problem solving
- Monitor and reflect on the creative process of problem solving for future applications

Higher Order and Critical Thinking

- Ask probing, insightful, and relevant questions
- Respond to questions with supporting information that reflects an in-depth knowledge of a topic
- Conduct comparisons using criteria
- Predict probable consequences of decisions
- Extrapolate verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships

- Examine an issue from more than one point of view
- Separate one's own point of view from that of others
- Identify stereotypes, biases, and prejudices in one's own reasoning and that of others
- Distinguish between assumptions, inferences and conclusions
- Draw conclusions based upon relevant information while discarding irrelevant information
- Evaluate conclusions based upon relevance, depth, breadth, logic and fairness
- Trade the source of any large disparity in data and resolve the disparity
- Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study
- Recognize that the responsibility to examine and challenge existing ideas and theories is an ongoing process



We welcome your comments and suggestions. Please forward them to:
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