



MCPS  
CURRICULUM

2.0

# LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO GRADE 3 CURRICULUM 2.0



MONTGOMERY COUNTY PUBLIC SCHOOLS

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## VISION

We inspire learning by providing the greatest public education to each and every student.

## MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

## CORE PURPOSE

Prepare all students to thrive in their future.

## CORE VALUES

Learning  
Relationships  
Respect  
Excellence  
Equity

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**CURRICULUM 2.0** broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

**“We need to prepare students for THEIR future, not OUR past.”**

**Ian Jukes  
Educator and  
Futurist**

**Internationally driven standards in mathematics, reading, and writing:** Mathematics, reading, and writing are based on the rigorous Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

**A focus on teaching the whole child:** The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

**Integrated thinking, reasoning, and creativity:** The integration of thinking and academic success skills—or those skills that contribute

to students’ ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

**Communication of student progress through a “standards-based” report card:** The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting academic standards compared with grade-level expectations.

Curriculum 2.0 deeply engages students and helps them develop the skills they need to thrive in school and beyond.

# THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.





**Critical thinking** involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

**Analysis**

- Noticing what’s alike and what’s different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

**Evaluation**

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you’re viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

**Synthesis**

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts



**Creative thinking** involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

**Elaboration**

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

**Flexibility**

- Considering the ideas and thoughts of others
- Questioning answers you’re given
- Asking “why” questions
- Changing your thinking based on evidence or new ideas

**Fluency**

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

**Originality**

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way



**Academic success** involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

**Collaboration**

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

**Effort/Motivation/Persistence**

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

**Intellectual Risk Taking**

- Asking questions to help you understand—every day
- Sharing what you’re thinking in a group
- Sharing your ideas and answering questions, even when you’re unsure
- Challenging yourself to rise to the next level

**Metacognition—Thinking about Thinking**

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you’re struggling
- Explaining your thinking



# “Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself.”

Sir Ken Robinson, *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, GRADE 3, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

Art	Physical Education
General Music	Reading/Language Arts
Health Education	Science, Technology, and Engineering
Information Literacy	Social Studies
Mathematics	Writing

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Grade 3 students.

Curriculum 2.0 is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

# MARKING PERIOD 1

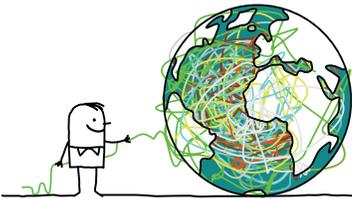
Bulleted concepts in red are graded on the report card for Marking Period 1.

**Analysis (Critical Thinking Skill)**—Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.

- **Identify** and describe patterns and the relationships within patterns.
- **Identify** relationships among parts of a whole.
- **Infer** and explain meaning to make sense of parts.

**Collaboration (Academic Success Skill)**—Working effectively and respectfully to reach a group goal.

- **Demonstrate** teamwork by working productively with others.
- **Define** and identify steps to reach a group goal.
- **Identify** and analyze options for sharing responsibility to reach a group goal.
- **Demonstrate** the characteristics of both a group leader and a group member.



## SOCIAL STUDIES

- **Civics:** Practices associated with democratic principles; roles and responsibilities of effective citizens; individual and group contributions to the common good; roles and responsibilities of local government leaders in a democracy.
- **Economics:** Services and goods provided by government, individuals, or businesses today and in the past.
- **History:** Sources of information used to uncover the past.



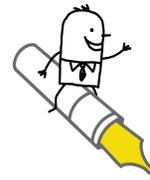
## SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Position and motion of objects; changes of motion—forces, gravity and friction; comparisons of speed and distance of moving objects.
- **Engineering and Technology:** Characteristics and scope of technology; engineering design process—ideas, models for solutions, design evaluation, design improvement.



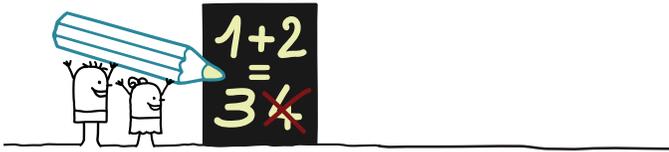
## READING/LANGUAGE ARTS

- **Literature:** Fiction; traditional stories; Junior Great Books; ask and answer questions; recount stories; determine central message, lesson, or moral; describe characters and their actions; distinguish literal and nonliteral meanings; determine point of view.
- **Informational Text:** Ask and answer questions; determine main idea and meaning of unknown words/phrases; describe relationship between events, ideas, or processes; use text features/illustrations/words in text to locate information.
- **Language/Vocabulary:** Engage in collaborative discussions; determine main ideas and details of a text; ask and answer questions about information from a speaker; determine meaning of unknown and multiple meaning words/phrases; understand word relationships and meanings; use spatial and temporal words in conversation.



## WRITING

- **Narrative:** Short composition—establish a situation, introduce a narrator and/or characters, organize event sequence, use dialogue and descriptions, use temporal words to signal order, provide closure.
- **Informative/Explanatory:** Extended writing—examine a topic clearly, introduce a topic and group information together, develop a topic, use linking words, provide closure.
- **Opinion:** Extended writing—introduce a topic, state an opinion, use organizational structure, provide reasons to support opinion, use linking words, provide closure.
- **Process, Production, and Research:** Produce writing appropriate to task and purpose; plan, revise, and edit; use technology to produce writing; conduct research; gather information, take notes, sort evidence.
- **Use of Language:** Tell a story, report on a topic, audio recording or visual display; capitalization; function of pronouns; quotation marks and commas in dialogue; subject-verb and pronoun antecedent agreement; reference materials; possessives; conjunctions; irregular plural nouns; types of sentences; adjectives and adverbs; words for effect; verb tenses.



## MATHEMATICS

- **Measurement and Data:** Area of rectangles—tiling, relating to multiplication and addition.
- **Number and Operations in Base Ten:** Rounding (within 1000)—nearest 100, nearest 10; addition fluency within 1000 (composing a ten and a hundred)—place value strategies, properties of operations; subtraction fluency within 1000—(decomposing a ten and a hundred)—place value strategies, properties of operations.
- **Operations and Algebraic Thinking:** Addition and multiplication table patterns—properties of operations; multiplication and division models and fluency (within 100)—facts with 0, 1, 2, 5, 10; multiplication (within 100)—equal groups; division (within 100)—equal shares; addition and subtraction word problems (2-step); multiplication and division word problems (1-step)—drawings and equations.



## ART

- **Analyzing and Responding to Art/Creating Art:** Safety and responsibility in art class; review of art elements and design principles; theme and content of artwork; use of art elements and design principles to achieve a desired result (sources for ideas and design steps).



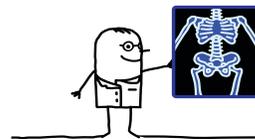
## PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Health-related fitness components; calculate heart rate.
- **Movement Skills and Concepts:** Dribble with hands; dribble with feet (pathways and directions).



## GENERAL MUSIC

- **Analyzing and Responding to Music:** Identify musical form—verse/refrain, cumulative; identify meter—duple vs. triple; conduct in two; use music vocabulary—*andante/presto*.
- **Performing Music:** Sing with appropriate vocal technique; perform songs and dances of various periods and cultures; demonstrate proper playing technique for classroom instruments; perform an ostinato.



## HEALTH EDUCATION

### Mental and Emotional Health

- Practice verbal and nonverbal communication skills while investigating stressors experienced at school.
- Identify human needs and emotions to encourage self-regulation.
- Analyze positive and negative consequences of decisions.
- Select and model strategies to incorporate traits that contribute to personal uniqueness.
- Practice communication strategies to reduce bad stress, increase good stress, and promote personal well-being.

### Alcohol, Tobacco, and Other Drugs

- Draw conclusions about the appropriate uses of prescription and over-the-counter drugs using the drug facts label.
- Analyze the effects of caffeine and tobacco products on lifelong health and wellness.



## INFORMATION LITERACY

- Circulation policies, procedures.
- Inquiry process: Need analysis and questioning.
- Literature appreciation: Selection.
- Resource identification and location: Online catalog, text features for selection.
- Source evaluation: Currency.
- Note taking: Text features, keywords, technology tools, format and content, citations.
- Information analysis: Categories, completeness, conclusions.
- Product development: Formats, technology presentation.

# MARKING PERIOD 2

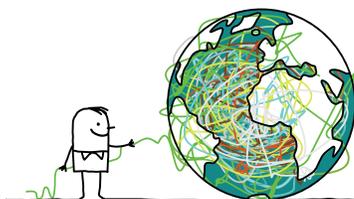
Bulleted concepts in blue are graded on the report card for Marking Period 2.

**Evaluation** (Critical Thinking Skill)—weighing evidence, examining claims, and questioning facts to make judgments based on criteria.

- **Rank** options based on criteria.
- **Select** and test possible alternatives.
- **Justify** a choice or solution based on criteria using evidence and reason.

**Metacognition** (Academic Success Skill)—Knowing and being aware of one’s own thinking and having the ability to monitor and evaluate one’s own thinking.

- **Explain** thinking processes.
- **Self-monitor** strategies to assess progress and apply new thinking.
- **Seek** clarification and adapt strategies to attain learning task/outcome.



## SOCIAL STUDIES

- **Geography:** Geographic characteristics today and in the past—Montgomery County, Maryland, United States, North America, African regions; people adapt to and modify the environment; cities—change in geographic characteristics and human activity over time; decisions about protecting the environment.



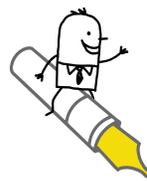
## SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Conservation of matter; changes to physical properties of materials; temperatures’ effects on physical properties of materials—heating, cooling.
- **Engineering and Technology:** Characteristics and scope of technology; human needs influence technology; technology used to create products.



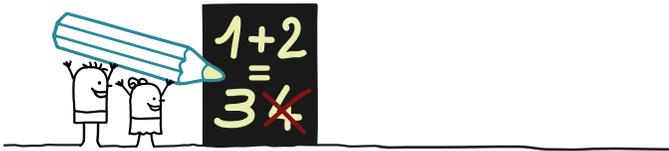
## READING/LANGUAGE ARTS

- **Literature:** Poetry; traditional stories; ask and answer questions; recount stories; determine central message, lesson, or moral; describe characters and their actions; distinguish literal and nonliteral word meanings; refer to parts of story, drama, or poem (i.e., chapter, scene, stanza); determine point of view.
- **Informational Text:** Ask and answer questions; determine main idea and meaning of unknown words/phrases; describe relationship between events, ideas, or processes; use text features/illustrations/words in text to locate information; determine point of view; describe the logical connection between sentences and paragraphs in a text.
- **Language/Vocabulary:** Engage in collaborative discussions; determine main ideas and details of a text; ask and answer questions about information from a speaker; determine meaning of unknown and multiple meaning words/phrases; understand word relationships and meanings; use spatial and temporal words in conversation.



## WRITING

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- **Informative/Explanatory:** Extended writing—examine a topic clearly, introduce a topic and group information together, develop a topic, use linking words, provide closure.
- **Opinion:** Extended writing—introduce a topic, state an opinion, use organizational structure, provide reasons to support opinion, use linking words, and provide closure.
- **Process, Production, and Research:** Produce writing appropriate to task and purpose; plan, revise, and edit; use technology to produce writing; conduct research projects; gather information, take notes, sort evidence.
- **Use of Language:** Function of verbs and verb tenses; words for effect; possessives, subject verb and pronoun antecedent agreement; regular and irregular verbs; plural nouns; types of sentences; consult reference materials; abstract nouns; functions of adjectives and adverbs.



## MATHEMATICS

- **Measurement and Data:** Area—rectangles, rectilinear figures.
- **Operations and Algebraic Thinking:** Multiplication and division models and fluency (within 100)—facts with 0-10; multiplication table patterns—properties of operations; multiplication and division word problems (1-step)—drawings, equations; equal groups of objects, arrays of objects; 1-step word problems (all operations); distributive property of multiplication.
- **Number and Operations—Fractions\*:** Unit fractions (numerator of 1)—equal parts of a whole; fractions—building fractions from unit fractions.
- **Geometry:** Partition shapes: equal areas.

\*Grade 3 limited to denominators of 2, 3, 4, 6, 8



## ART

- **Analyzing and Responding to Art/Creating Art:** Composition—balance (symmetry and asymmetry), emphasis (center of interest); representation of ideas and feelings; connections between art and other contents; response to art; criteria for judging art.



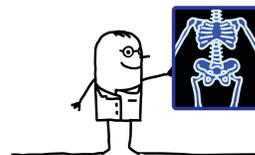
## PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Overhand throw to different levels; catch at different levels with a partner; strike with body parts to a partner (forearm pass).
- **Personal and Social Responsibility:** Goal setting (realistic, short-term, long-term).



## GENERAL MUSIC

- **Analyzing and Responding to Music:** Identify meter in written examples; use music vocabulary—*pianissimo*/*fortissimo*.
- **Performing Music:** Sing with appropriate vocal technique; perform songs and dances of various periods and cultures including two-part rounds.
- **Reading and Notating Music:** Read melodic notation.



## HEALTH EDUCATION

### Personal and Consumer Health

- Describe behaviors to promote overall body health.
- Design a personal health maintenance plan.

### Safety and Injury

- Evaluate the components of home emergency kits and strategies to access emergency services.
- Practice basic first aid procedures.
- Develop strategies to respond to situations that do not require emergency services.
- Evaluate and practice strategies to avoid harassment including bullying and teasing.



## INFORMATION LITERACY

- Inquiry process: Need and questioning.
- Resource identification and location: Online catalog, search strategies.
- Source evaluation: Authority.
- Note taking: Keywords, text features, technology tools, format and content, source list.
- Information analysis and synthesis: Personal connections and inferences, completeness.
- Product development: Layout design with technology, technology presentations.
- Literature appreciation: Defense of literature choices.

# MARKING PERIOD 3

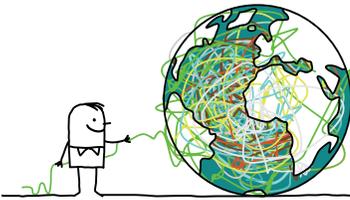
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**Originality (Creative Thinking Skill)**—Creating ideas and solutions that are novel or unique to the individual, group, or situation.

- **Create** a new idea, process, or product using multiple and varied formats.
- **Plan** and formulate a new, unique, or alternative solution to a problem or situation.
- **Transform** an idea, process, or product into a new form.

**Intellectual Risk Taking (Academic Success Skill)**—Accepting uncertainty or challenging the norm to reach a goal.

- **Adapt** and make adjustments to meet challenges when seeking solutions.
- **Demonstrate** willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.
- **Challenge** self and others to advance skill level.



## SOCIAL STUDIES

- **Culture:** Elements of culture; sharing of cultures—today and in the past; media in a multicultural setting.
- **Geography:** North America—location and geography; people modify the environment; transportation and communication networks; reasons for movement of people—today and in the past.
- **Economics:** Money management; spending plan.



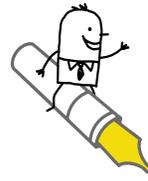
## SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Production of heat and energy; heat transfer.
- **Engineering and Technology:** Characteristics and scope of technology; impact of products and systems; engineering design process—ideas, models for solutions, design evaluation and improvement.



## READING/LANGUAGE ARTS

- **Literature:** Historical fiction; ask and answer questions; recount stories; determine central message, lesson, or moral; describe characters and their actions; distinguish literal and non literal word meanings; refer to parts of story, drama, or poem (i.e., chapter, scene, stanza); determine point of view.
- **Informational Text:** Ask and answer questions; determine main idea and meaning of unknown words/phrases; use text features/illustrations/words in text to locate information; describe the logical connection between sentences and paragraphs in a text.
- **Language/Vocabulary:** Engage in collaborative discussions; determine main ideas and details of a text; ask and answer questions about information from a speaker; determine meaning of unknown and multiple meaning words/phrases; understand word relationships and meanings; use spatial and temporal words in conversation.



## WRITING

- **Narrative:** Short composition—establish a situation, introduce a narrator and/or characters, organize event sequence, use dialogue and descriptions, use temporal words to signal order, provide closure.
- **Informative/Explanatory:** Extended writing—examine a topic clearly, introduce a topic and group information together, develop a topic, use linking words, provide closure.
- **Opinion:** Extended writing—introduce a topic, state an opinion, use organizational structure, provide reasons to support opinion, use linking words, provide closure.
- **Process, Production, and Research:** Produce writing appropriate to task and purpose; plan, revise, and edit; use technology to produce writing; conduct research; gather information; take notes, sort evidence.
- **Use of Language:** Tell a story, audio recordings or visual display; irregular verbs; verb tense; adjectives and adverbs; conjunctions; comma and quotations in dialogue; words for effect; subject-verb and pronoun-antecedent agreement; consult reference materials; capitalization.

# ORIGINALITY AND INTELLECTUAL RISK TAKING



## MATHEMATICS

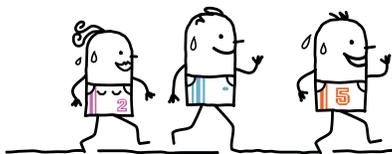
- **Measurement and Data:** Linear measurement—nearest half and fourth of an inch; measurement data-line plots.
- **Operations and Algebraic Thinking:** Multiplication and division fluency (within 100)—facts with 0-10.
- **Number and Operations—Fractions\*:** Fraction representations on a number line; equivalent fractions—visual fraction models, number line models; comparison of fractions—same numerator or same denominator; fraction representations of whole numbers.
- **Number and Operations in Base Ten:** Multiplication—1-digit numbers by multiples of 10 (10-90)—place value strategies and properties of operations.

\*Grade 3 limited to denominators of 2, 3, 4, 6, 8



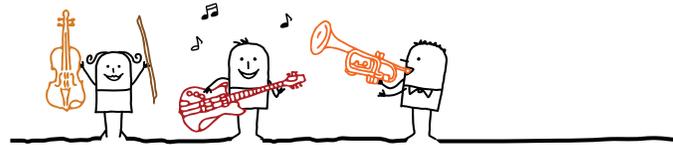
## ART

- **Analyzing and Responding to Art/Creating Art:** Expressive qualities—form and style; connections between art and other contents; criteria for judging art; cultural and historical influences.



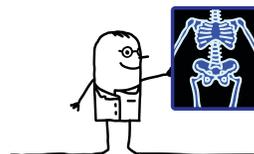
## PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Line dance (sequence, rhythm, formation, coordinating movement with others); tumbling sequence (balance, weight transfer, rolls).
- **Personal and Social Responsibility:** Importance of rules in social movement setting.



## GENERAL MUSIC

- **Analyzing and Responding to Music:** Use music vocabulary—*ritardando*, *legato/staccato*; describe connections between music, other arts, and other disciplines; improvise movement to music.
- **Reading and Notating Music:** Read rhythmic and melodic notation.
- **Creating Music:** Improvise with instruments; perform and arrange ostinati.
- **Performing Music:** Perform songs and dances of various periods and cultures.



## HEALTH EDUCATION

### Nutrition and Fitness

- Analyze the importance of the six nutrients to lifelong wellness.
- Explain the importance of water for body functions and health.
- Identify and describe the concept of body image and how it affects healthy choices.
- Discuss the external influences on body image, self-esteem, and personal attitudes.

### Family Life and Human Sexuality

- Discuss and apply conflict resolution strategies to possible family disagreements to strive for a win-win outcome.



## INFORMATION LITERACY

- Inquiry process: Real life application, researchable questions.
- Resource identification and location: Multiple formats, search strategies.
- Resource evaluation: Relevance.
- Citing sources: Purposes, author's note.
- Note taking: Information location and organization—technology tools, format and content.
- Information analysis: Relevance, completeness, personal connections and inferences.
- Product development: Organization, formats, technology tools, presentation of findings.

# MARKING PERIOD 4

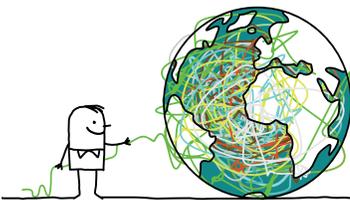
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**Elaboration (Creative Thinking Skill)**—Adding details that expand, enrich, or embellish.

- **Enhance** thoughts, ideas, processes, or products by adding details.
- **Demonstrate** thoughts, ideas, processes, or products by using different forms of communication.

**Effort/Motivation/Persistence (Academic Success Skill)**—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- **Identify** and achievable, yet challenging goal.
- **Identify** and describe the outcome of a goal.
- **Identify** the components of goal-setting.
- **Develop** and demonstrate a sequenced program of action to achieve a goal or solve a problem.



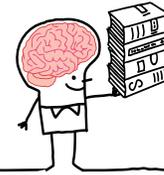
## SOCIAL STUDIES

- **Economics:** Financial decision making—budgets (earning, saving, and spending); financial services—banked versus unbanked; limited resources and unlimited wants, production process—choices, opportunity cost, specialization, and technology; global markets of today.
- **History:** Relationships among events: recording and analyzing data.



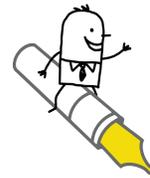
## SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Basic needs of living things; survival of organisms in different habitats; natural resources and human needs; flow of matter and energy—recycling, decomposition.
- **Engineering and Technology:** Characteristics and scope of technology; effects of technology on the environment.



## READING/LANGUAGE ARTS

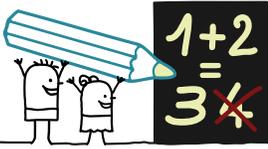
- **Literature:** Traditional stories; Junior Great Books; ask and answer questions; recount stories; determine central message, lesson, or moral; describe characters and their actions; distinguish literal and nonliteral word meanings; refer to parts of story, drama, or poem (i.e., chapter, scene, stanza); determine point of view.
- **Informational Text:** Literary nonfiction—biography; ask and answer questions; determine main idea and meaning of unknown words/phrases; describe relationship between events, ideas, or processes; use text features/illustrations/words in text to locate information; determine point of view; describe the logical connection between sentences and paragraphs in a text.
- **Language/Vocabulary:** Engage in collaborative discussions; determine main ideas and details of a text; ask and answer questions about information from a speaker; determine meaning of unknown and multiple meaning words/phrases; understand word relationships and meanings; use spatial and temporal words in conversation.



## WRITING

- **Informative/Explanatory:** Extended writing—examine a topic clearly, introduce a topic and group information together, develop a topic, use linking words, provide closure.
- **Opinion:** Extended writing—introduce a topic, state an opinion, use organizational structure, provide reasons to support opinion, use linking words, provide closure.
- **Process, Production, and Research:** Produce writing appropriate to task and purpose; plan, revise, and edit; use technology to produce writing; conduct research projects; gather information, take notes, and sort evidence.
- **Use of Language:** Tell a story, audio recordings or visual display; abstract nouns; choose words for effect; functions of pronouns, verbs, nouns, adverbs and adjectives, commas, consult reference materials, capitalization, possessives, subject-verb and pronoun-antecedent agreement, regular and irregular plural nouns.
- **Narrative:** Short composition—establish a situation, introduce a narrator and/or characters, organize event sequence, use dialogue and descriptions, use temporal words to signal order, provide closure.

# ELABORATION AND EFFORT/MOTIVATION/PERSISTENCE



## MATHEMATICS

- **Measurement and Data:** Telling and writing time to nearest minute; word problems—addition and subtraction of time intervals in minutes using number line drawings; measurement and estimation—liquid volumes (liters), mass (grams, kilograms); 1-step word problems (all operations)—mass or volume in same units; perimeters of polygons; rectangles—same perimeter and different areas; same area and different perimeters; scaled picture and bar graphs.
- **Operations and Algebraic Thinking:** 1- and 2-step word problems (all operations); multiplication and division fluency (within 100)—facts with 0-10.
- **Geometry:** Subcategories of quadrilaterals—attributes shared/not shared.



## ART

- **Analyzing and Responding to Art/Creating Art:** Representation—what is seen, felt, known, or imagined; communication of ideas; criteria for judging art; evaluation of art.



## PHYSICAL EDUCATION

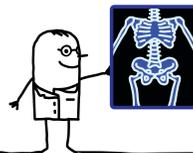
- **Health-Enhancing Physical Fitness and Activity:** FITT guidelines (frequency, intensity, time, type).
- **Movement Skills and Concepts:** Strike with short-handled implements (forehand stroke); strike with a long-handled implement (bat).

The Curriculum 2.0 report card provides feedback to students and parents throughout the year about how well students are meeting academic standards compared with grade-level expectations.



## GENERAL MUSIC

- **Creating Music:** Arrange, compose, and notate ostinati; improvise with the voice.
- **Reading and Notating Music:** Read melodic and rhythmic notation.
- **Analyzing and Responding to Music:** Identify diverse styles of music.
- **Performing Music:** Sing with appropriate vocal technique; perform songs and dances of various periods and cultures.



## HEALTH EDUCATION

### Disease Prevention and Control

- Investigate strategies to avoid communicable and parasitic diseases.
- Research and determine five personal health strategies to reduce the onset and complication from noncommunicable diseases.



## INFORMATION LITERACY

- Inquiry process: Assigned information need, researchable questions, personal information need.
- Resource identification and location: Information need correlation—search strategies, multiple formats.
- Resource evaluation: Relevance.
- Note taking: Information location and organization—technology tools, format and content.
- Citing sources: Purposes, source list.
- Information analysis: Multiple sources, summarizations and conclusions.
- Product development: Layout designs for audience—technology tools.
- Literature appreciation: Defense of literature choices.

# HOW PARENTS CAN HELP



You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- **Show interest** in what your child is doing in school.
- **Set high expectations** for your child. Make it clear that school should be his or her first priority.
- **Dedicate at least 15 minutes** each day to talking with your child and reading with him or her.
- **Provide a quiet place** for your child to study.
- **Help your child** with his or her homework.
- **Limit the amount of television** your child watches and discuss what he or she sees on television.
- **Monitor the amount of time** your child spends playing video games or surfing the Internet.
- **Volunteer to help** with school activities and try to get other parents involved as well.
- **Talk with your child's teachers** regularly about your child's progress and what you can do to help him or her improve.
- **Encourage your child** to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit [www.mcpsparentacademy.org](http://www.mcpsparentacademy.org).

Additional information about Curriculum 2.0 is available at [www.montgomeryschoolsmd.org/curriculum/2.0/](http://www.montgomeryschoolsmd.org/curriculum/2.0/).



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