

MARKING PERIOD 3

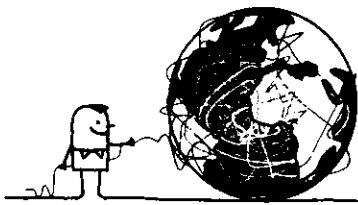
Bulleted concepts in green are graded on the report card for Marking Period 3.

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

- **Select** and test possible alternatives.
- **Justify** a choice or solution based on criteria using evidence and reason.
- **Question** facts and claims.
- **Determine** the credibility of information and claims.

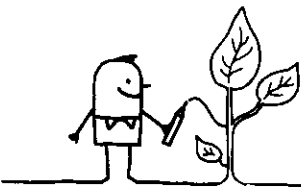
Metacognition (Academic Success Skill)—Knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.

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



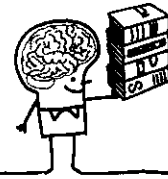
SOCIAL STUDIES

- **Culture:** Social, political, and religious character of early European settlements in America; interactions among Native American, African, and European cultures; diversity and the sharing of culture in Maryland today.
- **History:** Early European settlements in colonial America—Roanoke, St. Augustine, Jamestown, Plymouth, St. Mary's.



SCIENCE, TECHNOLOGY, AND ENGINEERING

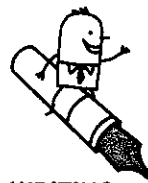
- **Earth and Space Sciences:** Weather conditions and patterns; properties of water on Earth.
- **Physical Sciences:** Properties of matter; conservation of matter.
- **Engineering and Technology:** Characteristics and scope of technology; engineering design.



READING/LANGUAGE ARTS

- **Literature:** Traditional stories, fantasy; description of character, setting, or events; comparison of themes or topics in two texts; comparison of text to visual or oral presentations; allusions to mythology; use of text evidence when making inferences; comparison of narrators' points of view.
- **Informational Text:** Comparison of first- and second-hand accounts; explanation of events, procedures, or concepts in a text; use of academic vocabulary; author's use of reasons and evidence to support points; use of text evidence when making inferences; main idea and key details; description of text organization; integration of information from two texts.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, antonyms, synonyms, word relationships; Greek and Latin affixes and roots; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker's points.

Curriculum 2.0 is designed to do an even better job of teaching students the academic, creative, and critical thinking skills that build confidence, generate success, and prepare children to thrive in the 21st century.



WRITING

- **Informative/Explanatory:** Short composition—incorporate text features; develop the topic with facts, definitions, and details; use evidence from research; draw a conclusion.
- **Narrative:** Short composition—compose a clear event sequence using sensory and descriptive details; draw ideas from narrative text; use transitional words and phrases.
- **Opinion:** Extended writing—state an opinion; provide reasons that support an opinion; determine a text structure such as cause and effect; use linking words and phrases; provide a conclusion.
- **Process, Production, and Research:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- **Use of Language:** Conventions of standard English; use progressive verb tenses, adjectives, reference materials; recount an experience using audio recordings or visual displays.