

### Curriculum Map Phonics 3

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>-Initial and final consonants</li> <li>-Medial consonants</li> <li>-Soft and Hard C and G</li> <li>-Short vowels and phonograms</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the sounds of initial and final consonants</li> <li>-Recognize medial sounds</li> <li>-Recognize soft and hard sounds of C and G</li> <li>- Identify short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading behaviors and writing procedures</li> <li>-Pretest/ Post test</li> <li>-Practice worksheets</li> <li>-Spelling tests</li> <li>-Dictation</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>-Long Vowels</li> <li>-Recognizing syllables</li> <li>-Initial Blends</li> <li>-Final Blends</li> </ul>	<ul style="list-style-type: none"> <li>-Identify long vowel sounds in words and pictures-</li> <li>-Identify and isolate initial and final sounds</li> <li>-Identify the number of syllables in a word</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>
<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>-Connecting Reading and Writing</li> <li>-Compound Words</li> <li>-Y as a vowel</li> <li>-Initial and final consonant diagraphs</li> </ul>	<ul style="list-style-type: none"> <li>-Write a journal entry and make inferences</li> <li>-Use knowledge of syllables to read and write compound words</li> <li>-Recognize the sounds of final “Y” as a vowel</li> <li>-Recognize and write initial and final diagraphs</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>

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	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>-Medial diagraphs</li> <li>-r-controlled vowels</li> <li>-Vowel diagraphs (ea, oo)</li> <li>-Diphthongs ( ow, ou, oi, oy, and ew)</li> </ul>	<ul style="list-style-type: none"> <li>-To identify and isolate medial sounds</li> <li>-To write words with ( ar, or, er, ir, ur, and ear)</li> <li>-To read and write “ea” and “oo” words in context</li> <li>-To recognize the sound of diphthongs “ow” and “ou”</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>-Connecting Reading and Writing</li> <li>-Syllables</li> <li>-Syllables in VCV words</li> <li>-Words ending in “le”</li> </ul>	<ul style="list-style-type: none"> <li>-Write a tall tale</li> <li>-Divide words into syllables</li> <li>-Recognize and write words ending in “le”</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>-Words with the schwa sound</li> <li>-Contractions</li> <li>-Singular Possessives</li> <li>-Plural Possessives</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize the schwa sound made by the vowels a,e,i,o,u</li> <li>-Write contractions and the two words that a contraction represents</li> <li>-Form plurals by adding “s” or “es” to base words</li> <li>-Review and assess plurals and possessives</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>

## Curriculum Map Grade 3 Phonics

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ul style="list-style-type: none"> <li>-Change “y” to “i”</li> <li>-Double final consonants</li> <li>-Connecting Reading and Writing</li> <li>-Suffixes <i>ful, less, ness, ly, and y</i></li> </ul>	<ul style="list-style-type: none"> <li>-Write an interview</li> <li>-Write words ending in <i>ful, less, ness, ly, and y</i></li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>-Suffixes <i>er</i> and <i>est</i></li> <li>-Syllables in words with suffixes</li> <li>-Prefixes: <i>re, un, dis, pre, de, and mis,</i></li> <li>-Syllabication in VCCV words and words with prefixes</li> </ul>	<ul style="list-style-type: none"> <li>-Use and write words ending in <i>er, est, ment, and ion</i> in context</li> <li>-Divide words beginning with <i>re, un, dis, pre, de, and mis</i></li> <li>-Use words with prefixes in sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>
<b>M A Y</b>	<ul style="list-style-type: none"> <li>-Synonyms and Antonyms</li> <li>-Homonyms and Guide Words</li> <li>-ABC order</li> <li>-Connecting Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize and write synonyms, antonyms, and homonyms</li> <li>-Alphabetize words to the second and third letter</li> </ul>	<ul style="list-style-type: none"> <li>-Observations of student’s reading and writing procedures</li> <li>-Developmental checklist</li> <li>-Pretest/Posttest</li> <li>-Practice worksheets</li> <li>-Performance assessment</li> <li>-Spelling tests</li> </ul>

## Curriculum Map Grade 3 English

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>-Writing Good Sentences</li> <li>-Statements and Questions</li> <li>-Commands and Exclamations</li> <li>-Subjects and Predicates</li>   <li>-Listening to a Narrative</li> <li>-Writing a Narrative</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish between complete and sentence fragments</li> <li>-Identify statements and questions</li> <li>-Identify commands and exclamations</li> <li>-Write a lead sentence</li> <li>-Write complete sentences that tell a story</li> <li>-Identify main idea</li> <li>-Write a closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>-Oral ( large group) responses</li> <li>-Daily exercises on practice sheets</li> <li>-Daily Oral Language</li> <li>-Creative Writing Journal</li> <li>-First draft revision and final copy of narrative</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>-Nouns</li> <li>-Common and Proper Nouns</li> <li>-Nouns in a Subject</li> <li>-Writing with Nouns</li> <li>-Singular and Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>-Identify nouns</li> <li>-Distinguish between common and proper nouns</li> <li>-Identify the subject and predicate of a sentence</li> <li>-Distinguish between singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Practice worksheets</li> <li>-Daily Oral language</li> <li>-Oral responses (large group)</li> </ul>
<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>-Special Plural Nouns</li> <li>-Possessive Nouns</li> <li>-Plural possessive Nouns</li> <li>-Using Exact Nouns</li>   <li>-Writing a Story</li> </ul>	<ul style="list-style-type: none"> <li>-Identify special plural nouns</li> <li>-Form singular and possessive nouns</li> <li>-Identify characters and setting</li> <li>-Planning the plot</li> <li>-Evaluating the story</li> </ul>	<ul style="list-style-type: none"> <li>-First draft, revision, and final copy of story</li> <li>-Story writing rubric</li> <li>-Practice worksheets</li> <li>-Daily Oral Language</li> </ul>

## Curriculum Map Grade 3 English

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>-Verbs</li> <li>-Verbs in the Present</li> <li>-Verbs in the Past</li> <li>-Verbs in the Future</li> <li>-Writing with Verbs</li> <li>-The Special verb “be”</li> <li>-Helping Verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Identify verbs</li> <li>-Choose the correct form of verbs in the present</li> <li>-Identify verbs in the past time</li> <li>-Form the past of regular verbs</li> <li>-Identify verbs in the future</li> <li>-Choose the correct form of “be”</li> <li>-Use <i>has</i> and <i>have</i> as helping verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Daily Oral Language</li> <li>-Practice worksheets</li> <li>-Oral responses (large group)</li> <li>-Creative writing journal</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>-Irregular Verbs</li> <li>-Writing Instructions</li> <li>-Contractions</li> <li>-Adjectives</li> <li>-Writing with Adjectives</li> <li>-Writing with Nouns and Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Choose the form of irregular verbs <i>go, see, do, run, and come</i></li> <li>-Identify characteristics of instructions</li> <li>-Read a working draft of student-written instructions</li> <li>-Identify adjectives that tell what kind and how many</li> </ul>	<ul style="list-style-type: none"> <li>-First draft, revision, and final copy of instructions</li> <li>-Give oral instructions to the class</li> <li>-Writing Instructions Rubric</li> <li>-Extra practice worksheets</li> <li>-Unit test</li> </ul>
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>-Using <i>a, an, and the</i></li> <li>-Comparing Adjectives</li> <li>-Adverbs</li> <li>-Writing with Adverbs</li> <li>-Using <i>to, too, two</i></li> <li>-Using Exact Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Use <i>a, an, and, the</i> correctly</li> <li>-Identify adverbs that tell how, when, and where</li> <li>-Use <i>to, too, and two</i> correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Oral responses (large group)</li> <li>-Daily Oral Language</li> <li>-Practice worksheets</li> <li>-Journal writing using adjectives and adverbs</li> <li>-Unit test</li> </ul>

## Curriculum Map Grade 3 English

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ul style="list-style-type: none"> <li>-Writing to Express an Opinion</li> <li>-Capitals and Punctuation</li> <li>-Writing Good Sentences</li> <li>-Capitalizing Nouns</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the characteristics of an opinion essay</li> <li>-Choose an appropriate topic</li> <li>-Think of strong and weak reasons</li> <li>-Add details to support their reasons</li> <li>-Order details</li> <li>-Use correct capitalization and end punctuation when writing sentences</li> <li>-Write all four types of sentences</li> </ul>	<ul style="list-style-type: none"> <li>-First draft, revision, and final copy of opinion essay</li> <li>-Writing Opinion Rubric</li> <li>-Unit test</li> <li>-Oral responses in large group</li> <li>-Practice worksheets</li> </ul>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>-Abbreviations</li> <li>-Book Titles</li> <li>-Commas in a Series</li> <li>-Quotation Marks</li> <li>-Introductory Words</li> </ul>	<ul style="list-style-type: none"> <li>-Identify correct use of abbreviations</li> <li>-Underline book titles</li> <li>-Use commas in a series correctly</li> <li>-Identify where to place quotation marks</li> <li>-Use introductory words such as first, next, then, and finally</li> </ul>	<ul style="list-style-type: none"> <li>-Practice worksheets</li> <li>-Oral responses in large group</li> <li>-Daily Oral Language</li> <li>-Journal writing</li> </ul>
<b>M A Y</b>	<ul style="list-style-type: none"> <li>-Pronouns</li> <li>-Pronouns and Verbs</li> <li>-Object Pronouns</li> <li>-Using <i>I</i> and <i>Me</i></li> <li>-Possessive Pronouns</li> <li>-Using <i>there</i>, <i>they're</i>, and <i>their</i></li> <li>-Homophones</li> </ul>	<ul style="list-style-type: none"> <li>-Identify</li> <li>-Identify subject pronouns</li> <li>-Use correct verb form for the subject pronoun</li> <li>-Identify object pronouns: <i>me</i>, <i>you</i>, <i>him</i>, <i>her</i>, <i>it</i>, <i>us</i>, and <i>them</i></li> <li>-Use <i>I</i> and <i>me</i> correctly</li> <li>-Identify possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Unit test</li> <li>-Worksheets for practice</li> <li>-Daily Oral Language</li> <li>-Journal writing</li> </ul>

## Curriculum Map Math 3

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>-Months and Years</li> <li>-Calendar</li> <li>-Counting Patterns</li> <li>-Reading a Clock to the Nearest Five Minutes</li> <li>-Number line Thermometer</li> <li>-Fractions of an Hour</li> <li>-Addition and Subtraction</li> <li>--Fact Families</li> <li>-Unknown Addends</li> <li>-Adding Three Numbers</li> <li>-Place Value</li> <li>-Reading and Writing Numbers through 100,000</li> </ul>	<ul style="list-style-type: none"> <li>-Write dates in day/month/year form</li> <li>-List the months of the year in order and the number of days in each</li> <li>-Read analog and digital clocks to the nearest five minutes</li> <li>-Correctly identify times as either a.m. or p.m.</li> <li>-Locate and name whole numbers on a number line</li> <li>-Use a thermometer to measure temperature</li> <li>-Identify the number of minutes in a quarter, half, three-quarter, and whole hour</li> <li>-Write a fact family when given three numbers</li> <li>-Find the sum of three addends</li> <li>-Write numbers through 100,000 in words and with symbol</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>-Adding Two-Digit Numbers</li> <li>-Rounding to the Nearest Ten or Hundred</li> <li>-Adding Three-Digit Numbers</li> <li>-Comparing and ordering, Part 1</li> <li>--Some and Some More Stories, Part 1</li> <li>-Subtracting Three-Digit numbers, Part 1</li> <li>-Working With money</li> <li>-Naming Dollars and Cents</li> <li>-Exchanging Dollars, Dimes, and Pennies</li> <li>-Adding Dollars and Cents</li> <li>-Column Addition</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the importance of lining up digits with the same place value when adding</li> <li>-Subtract two and three digit numbers with and without regrouping</li> <li>-Round two and three digit numbers to the nearest ten or hundred to make estimates and solve problems</li> <li>-Use place value to compare and order two and three digit numbers</li> <li>-Use addition or subtraction to solve story problems</li> <li>-Exchange money to model two and three digit addition and subtraction</li> <li>-Write dollar and cent amounts using a cent sig</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed Tests on facts</li> </ul> <p style="text-align: center;">Benchmark Test (after 20 lessons)</p>
<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>-Counting Dollars and Cents</li> <li>-Subtracting Dollars and Cents</li> <li>-Comparing and Ordering, Part 2</li> <li>-Subtracting Across Zeros</li> <li>-Fractions of a Dollar</li> <li>-Estimating Sums and Differences</li> <li>-Writing Directions</li> <li>-Reading and Writing Numbers through 100,000</li> <li>- More About Number Lines</li> <li>-Length: Inches, Feet, and Yards</li> <li>-Measuring to the Nearest Quarter Inch</li> </ul>	<ul style="list-style-type: none"> <li>-Determine the value of a collection of bills and coins</li> <li>-Subtract dollar and cent amounts with or without regrouping using manipulatives</li> <li>-Use place value to compare and order two and three digit numbers</li> <li>-Solve problems that involve subtracting across zeros</li> <li>-Write given coin amounts as a fraction of a dollar</li> <li>-Use a compass rose to determine direction</li> <li>-Locate and name points on a number line</li> <li>-Use a ruler to measure to the nearest quarter inch</li> <li>-Select the appropriate unit to measure a given object</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed Tests on facts</li> </ul>

## Curriculum Map Math 3

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>-Estimating Lengths and Distances-R</li> <li>-Reading a Clock to the Nearest Minute</li> <li>-Stories About Comparing</li> <li>-Missing Numbers in Subtraction</li> <li>-Modeling Fractions</li> <li>-Drawing Fractions</li> <li>-Comparing Fractions, Part 1</li> <li>-Fractions of a Group</li> <li>-Probability, Part 1</li> <li>-Fractions Equal to One</li> <li>-Mixed Numbers</li> <li>-Equivalent Fractions</li> <li>-Finding Fractions and Mixed Numbers on a number Line</li> </ul>	<ul style="list-style-type: none"> <li>-Use rulers and yardsticks to measure objects in inches, feet, and yards</li> <li>-Write times to the nearest minute in words or with digits and a.m./p.m.</li> <li>-Find the values of missing numbers in subtraction problems</li> <li>-Name fractions using symbols and words</li> <li>-Draw pictures to compare fractions</li> <li>-Use the words “numerator” and “denominator” to describe fractions of a group</li> <li>-Describe events as “more likely” or “less likely”</li> <li>-Name mixed numbers using symbols and words</li> <li>-Draw an equivalent fraction when given a picture</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li>   <li>-Benchmark test (after 20 lessons)</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>-Comparing Fractions, Part 2</li> <li>-Probability, Part 2</li> <li>-Rectangles</li> <li>-Length and Width</li> <li>-Rectangular Grid Patterns</li> <li>-Multiplication as Repeated Addition</li> <li>-Multiplication Table</li> <li>-Multiplication Facts: 0s, 1s, and 10s</li> <li>-Arrays</li> <li>-Perimeter</li> <li>-Multiplication Facts: 2s, and 5s</li> <li>-Equal Groups Stories, Part 1</li> </ul>	<ul style="list-style-type: none"> <li>-Draw pictures to compare fractions of a whole or fractions of a set</li> <li>-Design a probability game that has fair rules</li> <li>-Identify, classify, and describe rectangles by their attributes</li> <li>-Recognize a square as a special type of rectangle</li> <li>-Use rulers to measure the lengths and widths of rectangles</li> <li>-Understand the relationship between repeated addition and multiplication</li> <li>-Read and understand the multiplication table</li> <li>-Use patterns to learn the 0s, 1s, and 10s facts</li> <li>-Find the perimeter of all four sides of a rectangle</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li> </ul>
	<ul style="list-style-type: none"> <li>-Squares</li> <li>-Multiplication Facts: square numbers</li> <li>-Area</li> <li>-Multiplication Facts: 9’s</li> <li>-Angles</li> <li>-Parallelograms</li> <li>-Polygons</li> <li>-Congruent Shapes</li> <li>-Triangles</li> <li>-Symmetry</li> <li>-Rectangular Prisms</li> <li>-Volume</li> </ul>	<ul style="list-style-type: none"> <li>-Use square numbers of objects to make square patterns</li> <li>-Explain the difference between a shape’s perimeter and area</li> <li>-Learn different methods to practice the 9 facts</li> <li>-Identify right, acute, and obtuse angles</li> <li>-Identify and classify parallelograms</li> <li>-Identify and describe polygons by their attributes</li> <li>-Identify pictorial models of congruent figures</li> <li>-Classify and identify triangles as equilateral, isosceles, and scalene</li> <li>-Find a symmetrical object’s line of symmetry</li> <li>-Find the volume of a box from a model</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li>   <li>-Benchmark Test (after 20 lessons)</li> </ul>

## Curriculum Map Math 3

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ul style="list-style-type: none"> <li>-Weight: Ounces, Pounds, and Tons</li> <li>-Geometric Solids</li> <li>-Multiplication Facts: 11's and 12's</li> <li>-Multiplying Three Numbers</li> <li>-Multiplying Multiples of Ten</li> <li>-Length: Centimeters, Meters, and Kilometers</li> <li>-Mass: Grams and Kilograms</li> <li>-More About Geometric Solids</li> <li>-Multiplying Two-Digit Numbers Part 1</li> <li>-Fair Share</li> <li>-Finding Half of a Number</li> </ul>	<ul style="list-style-type: none"> <li>-Learn the relationships between ounces, pounds, and tons</li> <li>-Identify, classify, and describe geometric solids by their attributes</li> <li>-Use patterns to learn the 11's and 12's</li> <li>-Find the product of three factors</li> <li>-Multiply multiples of ten by single-digit factors</li> <li>-Learn the relationships between centimeters, meters, and kilometers</li> <li>-Learn the relationships between grams and kilograms</li> <li>-Multiply two –digit numbers by 2</li> <li>-Model finding “fair share” ( dividing by 2) with pictorial models and concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li> </ul>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>-Multiplying Two-Digit Numbers, Part 2</li> <li>-Using manipulatives to Divide by a One-Digit number</li> <li>-Division Facts</li> <li>-Multiplication and Division Fact Families</li> <li>-Capacity</li> <li>-Even and Odd Numbers</li> <li>-Using a Multiplication Table to Divide by a - One-Digit Number</li> <li>-Equal Groups Stories Part 2</li> <li>-Symmetry</li> <li>-Multiplying Three-Digit Numbers, Part 1</li> <li>-Parentheses</li> </ul>	<ul style="list-style-type: none"> <li>-Draw arrays to model dividing by a one-digit number</li> <li>-Use dividend, divisor, and quotient to describe parts of a division number sentence</li> <li>-Write a fact family when given three numbers</li> <li>-Learn the relationships between ounces, cups, pints, quarts, half-gallon, and gallons</li> <li>-Classify numbers as even or odd</li> <li>-Use a multiplication table to find a quotient</li> <li>-Use division to solve story problems about equal groups</li> <li>-Find one or more lines of symmetry on an object</li> <li>-Multiply three-digit numbers ending in zero by one-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li>   <li>-Benchmark Test (after 20 lessons)</li> </ul>
<b>M A Y</b>	<ul style="list-style-type: none"> <li>-Using Compatible Numbers, Part 1</li> <li>-Estimating Products</li> <li>-Using estimation to Verify Answers</li> <li>-Rounding to the Nearest Dollar</li> <li>-Estimating by Weight or Mass</li> <li>-Multiplying Dollars and Cents</li> <li>-Dividing Two-Digit Numbers</li> <li>-Sorting</li> <li>-Estimating Area</li> <li>-Drawing Enlargements</li> <li>-Points on a Grid</li> <li>-Dot-to-Dot Design</li> </ul>	<ul style="list-style-type: none"> <li>-Round numbers to the nearest ten or hundred to estimate the solution to multiplication problems</li> <li>-Practice using compatible numbers</li> <li>-Round dollar-and-cent money amounts to the nearest whole dollar</li> <li>-Multiply three-digit numbers by one-digit numbers</li> <li>-Discuss the real-world effects of estimation</li> <li>-Write and solve division number sentences to solve word problems</li> <li>-Sort a group of objects according to given rules</li> <li>-Use a large and small grid to draw an enlargement of a figure or picture</li> <li>-Use coordinates to name points on a grid</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Practice daily ( assesses student understanding of new concepts)</li> <li>-Power Up Test ( after 5 lessons)</li> <li>-Cumulative test ( after 5 lessons)</li> <li>-Performance Tasks</li> <li>- Test Day Activities</li> <li>- Class participation</li> <li>-Timed tests on facts</li> <li>-End of the Course Exam</li> </ul>



## Curriculum Map Grade 3 Reading

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<p><u>Theme One: Off To Adventure</u></p> <p><b>Reading Strategies:</b> summarize, monitor/ clarify, predict/ infer</p> <p><b>Comprehension:</b> sequence of events; making inferences; cause and effect</p> <p><b>Writing:</b> friendly letter, personal narrative</p> <p><b>Vocabulary:</b> ABC order, parts of a dictionary</p>	<p>-Identify the cause and effect relationships between story events</p> <p>-Arrange words in alphabetical order</p> <p>-Use context clues to choose the correct definition</p> <p>-Identify the sequence of events in a story</p> <p>-Recognize entry words</p> <p>-Follow the 5 steps of the writing process to write a narrative</p>	<p>-Guide comprehension questions</p> <p>-Literature discussion groups</p> <p>-Vocabulary skills review</p> <p>-Accelerated Reader quizzes</p> <p>-Published personal narrative</p> <p>-Integrated theme tests</p> <p>-Weekly skills tests</p> <p>-Reading Practice book</p>
<b>O C T O B E R</b>	<p><b>Information Skills:</b> parts of a book; using a K-W-L chart</p> <p><b>Genre:</b> Poetry</p> <p><u>Theme Two: Celebrating Traditions</u></p> <p><b>Reading Strategies:</b> evaluate; question; summarize</p> <p><b>Comprehension:</b> topic, main idea, and supporting details</p>	<p>-Use story details and life experiences to make inferences about characters</p> <p>-Use story details to identify the author's viewpoint</p> <p>-Identify the characteristics of a paragraph that compares and contrasts</p> <p>-Identify topic, main idea, and supporting details</p>	<p>-Writing samples</p> <p>-Observation check lists</p> <p>-Published poem</p> <p>-Weekly skills tests</p> <p>-Discussion groups</p> <p>-Accelerated Reader quizzes</p> <p>-Vocabulary skills review</p> <p>-Reading Practice book</p>
<b>N O V E M B E R</b>	<p><b>Vocabulary:</b> word families; guide words; definitions</p> <p><b>Writing:</b> paragraphs that compare/contrast; writing instructions</p> <p><b>Information/Study Skills:</b> taking notes; outlining</p> <p><b>Genre:</b> Trickster Tales</p> <p><u>Theme Three: Incredible Stories</u></p> <p><b>Reading Strategies:</b> evaluate; predict/infer</p>	<p>-Understand the concept of word families</p> <p>-Understand how to use guide words in a dictionary</p> <p>-Follow the 5 steps of the writing process to write instructions</p> <p>-Review how to evaluate a selection</p>	<p>-Guided comprehension questions</p> <p>-Published written instructions</p> <p>-Reading Practice book</p> <p>-Self- Assessment</p> <p>-Story Chart</p> <p>-Word Web</p> <p>-Accelerated Reader quizzes</p> <p>-Vocabulary skills tests</p>

## Curriculum Map Grade 3 Reading

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<p><b>Comprehension:</b> fantasy and realism ;following directions; drawing conclusions Story structure</p> <p><b>Vocabulary:</b> using context; using a thesaurus</p> <p><b>Writing:</b> opinion paragraph</p> <p><b>Study Skills;</b> using a newspaper; charts; tables, and graphs</p> <p><b><u>Theme Four: Animal Habitats</u></b></p>	<p>-Identify elements of fantasy and realism in a story</p> <p>-Write a news article</p> <p>-Explain the structure of a newspaper</p> <p>-Model with a newspaper how to find information</p> <p>-Use story details to draw conclusions</p>	<p>-Published opinion paragraph</p> <p>-Newspaper activity sheets</p> <p>-Integrated theme tests</p> <p>-Newspaper interview</p> <p>-Small group discussion</p> <p>-Weekly skills tests</p> <p>-Accelerated reader quizzes</p> <p>-Vocabulary practice book pages</p>
<b>J A N U A R Y</b>	<p><b>Reading Strategies :</b>evaluate; summarize; monitor/ clarify</p> <p><b>Comprehension:</b> fact and opinion; making judgements</p> <p><b>Writing:</b> taking notes; research report</p> <p><b>Information and Study Skills:</b> skim and scan</p>	<p>-Identify facts and opinions about selection details</p> <p>-Make judgements about characters’ actions</p> <p>-Identify note taking as a strategy for remembering information</p> <p>-Follow the 5 steps of the writing process to write a research report</p>	<p>-Presentation of research report along with diorama project</p> <p>-Published research report</p> <p>-Integrated theme tests</p> <p>-Weekly skills tests</p> <p>-Vocabulary Practice book pages</p> <p>-Accelerated Reader quizzes</p> <p>-Guided comprehension questions</p>
<b>F E B R U A R Y</b>	<p><b>Genre: Biography</b></p> <p><b><u>Theme Five: Voyages</u></b></p> <p><b>Reading Strategies:</b> question; predict/infer; monitor/ clarify</p> <p><b>Comprehension:</b> making inferences</p> <p><b>Vocabulary:</b> dictionary; syllables; analogies; homophones</p> <p><b>Writing:</b> dates and time; descriptions</p>	<p>-Research facts for a biography</p> <p>-Deduce word meanings from context</p> <p>-Arrange the steps of a set of directions in the correct order</p> <p>-Follow the 5 steps of the writing process to write a biography’</p>	<p>-Published biography report</p> <p>-Integrated theme tests</p> <p>-Weekly skills tests</p> <p>-Group discussions</p> <p>-Observation check list</p> <p>-Accelerated Reader quizzes</p> <p>-Practice Books for review</p>

## Curriculum Map Grade 3 Reading

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<p><b>Listening/ Speaking/ Viewing:</b> Oral book report</p> <p><b>Information/ Study Skills:</b> time lines</p> <p><b>Genre:</b> Fairy Tales</p>	<ul style="list-style-type: none"> <li>-Follow the 5 steps of the writing process to write a fairy tale</li> <li>-Discover that fairy tales are a mixture of fantasy and realism</li> <li>-Rewrite an original fairy tale and illustrate</li> <li>-Following a time line write your own fairy tale</li> </ul>	<ul style="list-style-type: none"> <li>-Published Fairy Tale Book</li> <li>-Presentation read to the class</li> <li>-Story Chart</li> <li>-Weekly skills tests</li> <li>-Accelerated Reader quizzes</li> <li>-Oral reading</li> <li>-Small group discussions</li> <li>-Practice Book</li> </ul>
<b>A P R I L</b>	<p><b><u>Theme Six: Smart Solutions</u></b></p> <p><b>Reading Strategies:</b> evaluate; predict/ infer; summarize</p> <p><b>Comprehension:</b> problem solving; drawing conclusions; making generalizations</p> <p><b>Vocabulary:</b> synonyms and antonyms; spelling table</p>	<ul style="list-style-type: none"> <li>-Identify synonyms and antonyms for specific words</li> <li>-Draw conclusions about story characters and events</li> <li>-Identify elements in the Smart Solution stories</li> <li>-Summarize a variety of solutions to a story problem</li> </ul>	<ul style="list-style-type: none"> <li>-Guided comprehension questions</li> <li>-Group discussions</li> <li>-Integrated theme tests</li> <li>-Book report</li> <li>-Practice Book</li> <li>-Weekly skills tests</li> <li>-Accelerated Reader quizzes</li> <li>-Vocabulary skills review</li> </ul>
<b>M A Y</b>	<p><b>Writing:</b> persuasive paragraph</p> <p><b>Listening/ Speaking/ Viewing:</b> dramatize a fairy tale</p> <p><b>Information/ Study Skills:</b> Following directions; real-life reading; how to read a play</p>	<ul style="list-style-type: none"> <li>-List pros and cons to determine the best solution to a problem</li> <li>-Make generalizations based on story information and personal experience</li> <li>-Perform in two fairy tale plays portraying a fantasy character.</li> </ul>	<ul style="list-style-type: none"> <li>-Fluency practice</li> <li>-Fairy Tale Play performance</li> <li>-Class presentation</li> <li>-Accelerated Reader quizzes</li> <li>-Chapter Book Activity Packet</li> <li>-Practice Book review</li> <li>-Vocabulary skills tests</li> </ul>

### Curriculum Map Religion 3

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>- Prayer</li> <li>- Saints- St. Francis and St. Clare</li> <li>- Understanding the Bible</li> <li>- Abraham</li> <li>- Ruth</li> <li>- David</li> <li>- Signs of Baptism</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to pray orally</li> <li>- Describe how St. Clare and St. Francis are models of holiness</li> <li>- Compare our journey of faith with that of Abraham, Ruth, and David</li> <li>- Describe how symbolism is used in the church</li> </ul>	<ul style="list-style-type: none"> <li>- Bible readings and discussion</li> <li>- Chapter tests</li> <li>- Acting out Bible stories</li> <li>- Class discussions and participation</li> <li>- Good News Gospel Readers</li> <li>- Adoration</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>- Mary's Call</li> <li>- The Rosary</li> <li>- The Joyful Mysteries</li> <li>- Apostles' Call</li> <li>- Apostles' Creed</li> </ul>	<ul style="list-style-type: none"> <li>- Tell the story of the Annunciation</li> <li>- Describe Mary's message about the rosary at Fatima</li> <li>- Reflect on the Joyful Mysteries</li> <li>- Identify the main truths that members of the Catholic Church believe</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Chapter tests</li> <li>- Class discussion and participation</li> <li>- Participation in the monthly rosary</li> <li>- Adoration using the rosary</li> <li>- Good News Gospel Readers</li> </ul>
<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>- Reconciliation</li> <li>- Stewardship: time, Talent, and Treasure</li> <li>- Profess our Faith in the Creed</li> <li>- One God</li> <li>- God's Promise</li> <li>- Jesse Tree</li> </ul>	<ul style="list-style-type: none"> <li>- Describe God as three persons in one God</li> <li>- Explain that God is true to His promises</li> <li>- Explain the signs on the Jesse Tree</li> <li>- Describe how to make an examination of conscience</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize and recite the Creed</li> <li>- Prayers composed by students</li> <li>- Make a family tree</li> <li>- Make Jesse Tree symbols</li> <li>- Chapter tests</li> <li>- Good News Gospels</li> <li>- Adoration</li> <li>-</li> </ul>

## Curriculum Map Grade 3 Religion

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>- Advent</li> <li>- Preparation for the Savior</li> <li>- Christmas</li> <li>- God is Powerful and loving</li> <li>- Stewardship: Time, Talent, and treasure –Advent Angels</li> </ul>	<ul style="list-style-type: none"> <li>- Identify Jesus as Savior</li> <li>- Share the Good News of Jesus’ birth</li> </ul>	<ul style="list-style-type: none"> <li>- Bible readings</li> <li>- Acting out the Christmas story</li> <li>- Participation in class discussions</li> <li>- Good News Gospel Readers</li> <li>- Adoration</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>- Moses</li> <li>- Covenant</li> <li>- The Ten Commandments</li> <li>- God is Holy and Great</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Identify parallels between the history of God’s people and the lives of people today</li> <li>- Tell the story of how God saved the Israelites</li> <li>- Describe a covenant</li> </ul>	<ul style="list-style-type: none"> <li>- Design bookmarks to recall God’s presence</li> <li>- Class discussions</li> <li>- Chapter tests</li> <li>- Good News Gospel Readers</li> <li>- Adoration</li> </ul>
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>- St. Elizabeth Ann Seton</li> <li>- Adam and Eve</li> <li>- Stewardship: Time, Talent and treasure</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate an appreciation for the gift of life</li> <li>- Tell the story of how Adam and Eve rejected grace and how Jesus came to restore it</li> </ul>	<ul style="list-style-type: none"> <li>- Acting out Bible stories</li> <li>- Participation in discussions</li> <li>- Prayers composed by students</li> <li>- Cards for seminarians</li> <li>- Chapter tests</li> <li>- Adoration</li> </ul>

## Curriculum Map Grade 3 Religion

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<ul style="list-style-type: none"> <li>- Jesus' Miracles</li> <li>- Parables</li> <li>- Simeon and Anna</li> <li>- John the Baptist</li> <li>- The Fourth Commandment</li> <li>- The Poor and Vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss Mary's role in the Incarnation</li> <li>- Describe how John the Baptist prepared the people for Jesus' message</li> <li>- Share two stories of Jesus' miracles</li> <li>- Recall some of Jesus' kingdom parables</li> </ul>	<ul style="list-style-type: none"> <li>- Dramatize one of the miracles of Jesus</li> <li>- Chapter tests</li> <li>- Participation in class discussions</li> <li>- Create a Light of the World puzzle with students names</li> <li>- Good News Gospel Readers</li> <li>- Adoration</li> </ul>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>-</li> <li>- Jesus 'New Covenant</li> <li>- Jesus' Suffering and Death</li> <li>- Jesus returned in Glory</li> <li>- Jesus will come again</li> <li>- The Holy Spirit</li> <li>- Mother Teresa</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how Jesus returned to heavenly glory at the Ascension</li> <li>- Identify ways to become aware of others' needs and meet them</li> <li>- Express their belief in Heaven</li> </ul>	<ul style="list-style-type: none"> <li>- Acting out Bible stories</li> <li>- Chapter tests</li> <li>- Banners to invite the Holy Spirit to guide their lives</li> <li>- Class discussions and participation</li> <li>- Good News Gospel Readers</li> <li>- Adoration</li> </ul>
<b>M A Y</b>	<ul style="list-style-type: none"> <li>- Kateri Tekakwitha</li> <li>- The Communion of Saints</li> <li>- Mary, Queen of Heaven and other titles for her</li> <li>- The Mass and the Eucharist</li> <li>- The Life of Grace</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how Mary was taken body and soul to heaven</li> <li>- Identify ways to appreciate their new life of Grace</li> <li>- Identify prayers and good deeds as ways to assist others</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a picture of a Saint and write a short biography</li> <li>- Make cards for the students who have received the Eucharist</li> <li>- Participate in discussions</li> <li>- Chapter tests</li> <li>- Lead Rosary</li> </ul>

# Curriculum Map Science 3

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R			
O C T O B E R			
N O V E M B E R	-----		

### Curriculum Map Science 3

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>			
<b>J A N U A R Y</b>	PHYSICAL SCIENCE  <u>Properties of Matter</u> -volume -mass -element <u>Measuring Matter</u> -metric system -pan balance -gravity -weight -	-Define matter as anything that has mass and takes up space -Describe properties of matter and understand that properties can be used to identify matter -Measure matter using tools that record standard units -Compare and contrast weight and mass	--Entry-level Assessments to help determine student readiness -Formative Assessments to check for understanding the lesson -Summative Assessments to determine extent of student learning -Chapter Review with test preparation -Chapter Tests  -Explore Activities -Inquiry Investigations -Skill Builder Activities
<b>F E B R U A R Y</b>	<u>States of Matter</u> -solids -liquids -gases <u>Changes of States</u> -melt, boil ,evaporate, condense, freeze <u>Physical Changes</u> -mixture -solution <u>Chemical Changes</u>	-Define the three states of matter: solid, liquid, and gas -Explain the properties of solids, liquids, and gases -Measure and record the temperature of water in different states -Identify the effects of heating and cooling -Define physical changes -Describe how to make and separate mixtures -Describe chemical changes	-Entry-level Assessments to help determine student readiness -Formative Assessments to check for understanding the lesson -Summative Assessment to determine extent of student learning -Chapter Review with test preparation -Chapter Tests  -Explore Activities -

### Curriculum Map Science 3

	CONCEPT	SKILLS	ASSESSMENT
<b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b>	<u>Position and Motion</u> -position, distance, motion, speed <u>Forces</u> -magnet, gravity ,weight ,friction <u>Work and Energy</u> -kinetic energy -potential energy  <u>Using Simple Machines</u> -lever, pulley, wheel and axle, plane, screw, wedge inclined <u>Compound Machines</u>	-Describe and relate position and motion -Define speed using distance and time -Identify a force as a push or a pull -Define common forces, such as friction, gravity, and magnetism -Define energy and work -Identify and describe simple machines, and apply their use to real-world tasks -Define what a compound machine is and give several examples	-Entry-level Assessments to help determine student readiness -Formative Assessments to check for understanding the lesson -Summative Assessments to determine extent of student learning - Chapter Review with test preparation -Chapter Tests  -Explore Activities -Inquiry Investigations -Skill Builder Activities
<b>A</b> <b>P</b> <b>R</b> <b>I</b> <b>L</b>	EARTH SCIENCE  <u>Sound</u> -vibrate, volume, pitch <u>Light</u> -absorb, reflect, opaque ,shadow, transparent, translucent, refract <u>Weather and Climate</u> -clouds -climate	-Describe how vibrations produce sound -Compare the pitch and volume of a sound -Explore how light travels -Describe how colors are seen -Define weather -Describe four characteristics of weather -Compare and contrast different clouds -Explain why climate varies from place to place	-Entry-level Assessments to help determine student readiness -Formative Assessments to check for understanding the lesson -Summative Assessments to determine extent of student learning Chapter Review with test preparations -Chapter Tests  -Explore Activities -Inquiry Investigations -Skill Builder Activities
<b>M</b> <b>A</b> <b>Y</b>	LIFE SCIENCE  <u>Animal Kingdom</u> Basic groupings: mammals, insects, reptiles, birds -Invertebrates -Vertebrates <u>Life Cycles</u> -Basic examples	-Describe what an animal needs to survive -Relate how an animal meets its needs -Identify two major groups of animals -Classify animals into groups based on their structures -Identify the different stages that animals go through in a life cycle -Compare the life cycles of different kinds of animals	-Entry-level Assessments to help determine student readiness -Formative Assessments to check for understanding the lesson -Summative Assessments to determine extent of student learning -Chapter review with test preparation -Chapter Tests -Explore Activities -Inquiry Investigations -Skill Builder Activities-

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## Curriculum Map Social Studies 3

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	<p>CHAPTER ONE-Where in the World is Our Community?</p> <ul style="list-style-type: none"> <li>-Geographic Features</li> <li>-Equator</li> <li>-Prime Meridian</li> <li>-Four Hemispheres</li> <li>-Four Oceans</li> <li>-Seven Continents</li> <li>-Explorers: Columbus, Cabrillo, Lewis and Clark</li> </ul> <p>CHAPTER TWO-Where in the United States is Our Community?</p> <ul style="list-style-type: none"> <li>-Cardinal and Intermediate Directions</li> <li>-Compass Rose</li> </ul>	<ul style="list-style-type: none"> <li>-Locate key geographic features on a map of Earth :the equator, the prime meridian, the four hemispheres, the four oceans, and the seven continents</li> <li>-Identify countries on a map of North America</li> <li>Identify states and communities on a map of the southeastern United States</li> <li>-Research the role of explorers in preparing the way for the founding of new communities in North America</li> <li>-Identify cardinal and intermediate directions and use a compass rose</li> <li>-Use map skills to locate communities, determine directions, and measure distances</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive Student Notebook- writing, thinking, and organizational skills</li> <li>-Processing Assignments</li> <li>-Class Discussions and Participation</li> <li>-Problem Solving Group Work</li> <li>-Chapter Assessment</li> <li>Big Ideas- multiple choice questions</li> <li>Social Study Skills-apply their analytical skills to map and other visual representations</li> <li>-Write a journal entry relating the experiences of an explore</li> </ul>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>-Map Skills</li> <li>-Traditions</li> <li>-Symbols</li> <li>-American Values</li> </ul> <p>CHAPTER THREE-What is the Geography of Our Community?</p> <ul style="list-style-type: none"> <li>-Physical Features</li> <li>-Climate</li> <li>-Natural Resources</li> <li>-Regions</li> <li>-Special Purpose Maps</li> </ul>	<ul style="list-style-type: none"> <li>- Research and map a place to visit in the United States</li> <li>- Analyze the role of traditions, symbols, and values in unifying the United States</li> <li>-Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community</li> <li>-Compare and contrast different regions in terms of their geographic characteristics</li> <li>-Use map tools: scale, grid, key (legend), symbols, title, and compass rose</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive Student Notebook- writing, thinking, and organizational skills</li> <li>-Processing Assignments</li> <li>-Class Discussions and Participation</li> <li>-Problem Solving Group Work</li> <li>-Chapter Assessment</li> <li>Big Ideas-multiple choice questions</li> <li>Social Study Skills-apply their analytical skills to map and other visual representations</li> <li>-Write and illustrate descriptions of locations</li> </ul>
<b>N O V E M B E R</b>	<p>CHAPTER FOUR-How Do People Become Part of a Community?</p> <ul style="list-style-type: none"> <li>-Immigrants</li> <li>-Discriminate</li> </ul> <p>Read a Map</p> <ul style="list-style-type: none"> <li>-Migrant Workers</li> <li>Benefits/Costs</li> <li>-Primary and Secondary Sources</li> </ul> <p>CHAPTER FIVE-What Makes Our Community Diverse?</p> <ul style="list-style-type: none"> <li>-Diverse Cultures</li> <li>-Foods</li> <li>-Languages</li> <li>-Holidays</li> </ul>	<ul style="list-style-type: none"> <li>--Analyze why and how people immigrate to the United States</li> <li>-Compare benefits and drawbacks of immigrating to the United States</li> <li>-Read a map</li> <li>-Evaluate benefits and costs ,including opportunity costs, as a way of making an important decision</li> <li>-Distinguish between primary and secondary sources</li> <li>-Identify specific examples of cultural diversity</li> <li>-Identify cultural contributions of diverse groups to our community</li> <li>-Identify basic human needs ( food, clothing, shelter)</li> <li>-Compare how groups in different regions have used natural resources to meet basic needs</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive Student Notebook-writing, thinking, and organizational skills</li> <li>-Processing Assignments</li> <li>-Class Discussions and participation</li> <li>-Problem Solving Group Work</li> <li>-Chapter Assessment</li> <li>-Big Ideas- multiple choice questions</li> <li>Social Study Skills- apply their analytical skills to map and other visual representations</li> <li>-Write a biographical sketch based on an interview</li> </ul>

## Curriculum Map Social Studies 3

	CONCEPT	SKILLS	ASSESSMENT
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>-Traditions</li> <li>-Basic Human Needs</li> <li>CHAPTER SIX- How Do People Improve Their Communities?</li> <li>-Rosa Parks</li> <li>-Ruby Bridges</li> <li>-Lois Marie Gibbs</li> <li>-Cesar Chavez</li> <li>-Judy Heumann</li> <li>-Hurricane Heroes</li> <li>CHAPTER SEVEN-How Are People Around the World Alike and Different?</li> <li>--Luis Lives in Paraguay</li> <li>-Kazuo Lives in Japan</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how four individuals solved problems to improve the lives of people in their community</li> <li>-Design a “human monument” to honor that person’s contribution to his or her community</li> <li>-Identify examples of individuals and organizations who contribute to the public good in an emergency such as a natural disaster</li> <li>-Research and describe contributions of someone who has improved life in the local community</li> <li>-Predict similarities and differences</li> <li>-Analyze artifacts to identify what they reveal about ways of life</li> <li>- Compare and contrast various ways of life</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive Student Notebook-writing, thinking, and organizational skills</li> <li>-Processing Assignments</li> <li>-Class Discussions and participation</li> <li>-Problem Solving Group Work</li> <li>-Chapter Assessment</li> <li>Big Ideas- multiple choice questions</li> <li>Social Study Skills-apply their analytical skills to map and other visual representations</li> <li>-Write a letter comparing student’s life to that of a Child in another country</li> </ul>
<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>-Emma Lives in Hungary</li> <li>-Paul Lives in Australia</li> <li>-Miriam Lives in Nigeria</li> <li>- History of Mexico City</li> <li>CHAPTER Eight-How Does Our Economy Work?</li> <li>-Goods and Services</li> <li>-Economy</li> <li>Supply and Demand</li> <li>Making Mail Faster</li> <li>-Fast Ships and Stagecoaches</li> <li>-The Pony Express</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast students’ community with Mexico City</li> <li>-Identify the differing interests of buyers and sellers in a market with respect to price</li> <li>-Explain the effects of supply and demand on prices</li> <li>-Predict what will happen to prices when supply or demand changes</li> <li>-Sequence events on a timeline</li> <li>Hypothesize reasons for high and low prices on items in the local community</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive Student Notebook-writing, thinking, and organizational skills</li> <li>-Processing Assignments</li> <li>-Class Discussions and Participation</li> <li>-Problem Solving Group Work</li> <li>-Chapter Assessment</li> <li>Big Ideas- multiple choice questions</li> <li>Social Study Skills-apply their analytical skills to map and other visual representations</li> <li>-Write and illustrate a slogan for a business</li> <li>-Conduct research and present results orally</li> </ul>
<b>F E B R U A R Y</b>			

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**Curriculum Map**

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>M A R C H</b>			
<b>A P R I L</b>			
<b>M A Y</b>			

