



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 3rd	YEAR: 2016-17
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Language Arts			
Date	Standard	Assessment	Additional Info.
8/3-8/5/16	N/A	N/A	Establishing writing routines, diagnostic assessments (Words Their Way, narrative writing, grammar)
8/8-10/5/16	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique • CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence • CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience • CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order. • CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure. 	Narrative Writing Final Piece (Lucy Calkins Narrative Rubric)	Students will write 2 narrative pieces over the quarter. The 2 nd piece will be the final, published piece. All writing is scored on a rubric.
8/8-10/5/16	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.L.3.1: Parts of speech • CCSS.ELA-Literacy.L.3.2: Conventions 	Weekly Grammar assessment	Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.

8/8-10/5/16	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.L.3.2.e: Spelling high frequency words • CCSS.ELA-Literacy.L.3.2.f: Spelling words using spelling patterns & word parts 	Words Their Way Elementary Spelling Inventory	The Elementary Spelling Inventory will be given at the beginning & end of each quarter- beginning, middle & end. Students will be placed in flexible Words Their Way groups based on their level of development.
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Reading			
Date	Standard	Assessment	Additional Info.
8/3-8/5/16	N/A	N/A	Establishing Reading routines
8/5 – 9/2	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories using main idea & details</p> <p>CCSS.ELA-Literacy.RL.3.3: Describe characters</p> <p>CCSS.ELA-Literacy.RL.3.4: Determine the meaning of unknown words in a text</p> <p>CCSS.ELA-Literacy.RL.3.5: Use sequence to understand stories</p> <p>CCSS.ELA-Literacy.RL.3.6: Understand point of view</p> <p>CCSS.ELA-Literacy.RL.3.7: Understand the impact of illustrations on plot, characters</p> <p>CCSS.ELA-Literacy.RL.3.9: Compare and contrast multiple texts</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	<p>For whole group instruction, we will be using the following texts from the “Text Talk” series:</p> <ul style="list-style-type: none"> • Angel Child, Dragon Child • Grandpa’s Teeth • The Cow Who Wouldn’t Come Down • Everybody Cooks Rice <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>

9/8 – 10/5/16	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text</p> <p>CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text</p> <p>CCSS.ELA-Literacy.RI.3.3: Understand time, sequence, cause/effect relationships</p> <p>CCSS.ELA-Literacy.RI.3.4: Determine the meaning of vocabulary words</p> <p>CCSS.ELA-Literacy.RI.3.5: Use nonfiction text features</p> <p>CCSS.ELA-Literacy.RI.3.6 Distinguish point of view</p> <p>CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text</p> <p>CCSS.ELA-Literacy.RI.3.8: Use comparison, cause/effect, sequence to understand a text</p> <p>CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Weekly nonfiction text assessment</p>	<p>For whole group instruction, we will use the “close reading” strategy when reading different nonfiction texts & articles</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
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Math			
Date	Standard	Assessment	Additional Info.
8/3 - 8/5 (1 week)	N/A	N/A	Establishing Math routines
8/8 – 8/26 (3 weeks)	<p>MCC3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>MCC3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> Weekly Exit Tickets Cumulative Unit Assessment 	

<p>8/29 – 10/5 (5 weeks)</p>	<p>MCC3.OA.1-4 Represent and solve problems involving multiplication and division. MCC3.OA.5-6 Understand properties of multiplication and the relationship between multiplication and division. MCC3.OA.7 Fluently multiply and divide within 100</p>	<ul style="list-style-type: none"> • Weekly Exit Tickets • Mid-Unit Assessment 	<ul style="list-style-type: none"> • Recognize/represent multiplication as: <i>repeated addition, an array, groups of objects.</i> • Recognize/represent division as either <i>fair share</i> or <i>repeated subtraction</i> • Solve multiplication and division word problems • Understand the associative, commutative, and distributive properties of multiplication • Determine the unknown in a multiplication or division equation
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Science			
Date	Standard	Assessment	Additional Info.
8/8 – 8/12 (1 week)	S3CS1-6 Habits of Mind S3CS7-8 Nature of Science	N/A	Students will learn the basics of scientific inquiry, including the importance of: asking questions, making hypotheses, careful observation, documentation and communication of ideas.
8/15 – 9/9 (4 weeks)	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> • Weekly exit tickets • Participation in Labs (Rubric) • Summative Unit Assessment 	<ul style="list-style-type: none"> • Categorize ways to produce heat • Investigate how insulation affects heating and cooling. • Investigate the transfer of heat energy • Use thermometers to measure the changes in temperatures over time.
9/12 – 9/30 (4 weeks)	S3P2. Students will investigate magnets and how they affect other magnets and common objects	<ul style="list-style-type: none"> • Weekly exit tickets • Participation in Labs (Rubric) • Summative Unit Assessment 	

Social Studies			
Date	Standard	Assessment	Additional Info.
8/3-8/5/16	SS3H1: Impact of Greece, Olympic Games	Interactive Notebook responses	Students will be encouraged to watch the Olympic Games to learn more about how the Olympics work.
8/8- 9/2/16	SS3H2: Studying the contributions of Paul Revere, Frederick Douglass & Susan B. Anthony to American history SS3G2: Impact of location on Paul Revere, Frederick	Interactive Notebook responses Unit Test	

	Douglass & Susan B. Anthony		
9/5- 10/5/16	SS3H2: Studying the contributions of Mary McLeod Bethune, Franklin D. Roosevelt & Eleanor Roosevelt to American history SS3G2: Impact of location on Mary McLeod Bethune, Franklin D. Roosevelt & Eleanor Roosevelt	Interactive Notebook responses Unit Test	