



WESTSIDE
 ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 2:	Grade: 3 rd	YEAR: 2016-17
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Language Arts			
Date	Standard	Assessment	Additional Info.
10/17-12/16/16	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.3.2: Write to explain a topic or idea • CCSS.ELA-Literacy.W.3.2.a: Write an introduction, including illustrations as needed • CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts & details • CCSS.ELA-Literacy.W.3.2.c: Use linking words to connect ideas • CCSS.ELA-Literacy.W.3.2.d: Provide a conclusion 	Informational Writing Final Piece (Lucy Calkins Narrative Rubric)	Students will write 2 informational pieces over the quarter. The 2 nd piece will be the final, published piece. All writing is scored on a rubric.
10/17-12/16/16	<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.
10/17-12/16/16	<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.

Reading			
Date	Standard	Assessment	Additional Info.
10/17 – 11/11/16	<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"> • Just Plain Fancy • The Rough Face Girl • The Three Questions • The Patchwork Quilt <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>

<p>11/14/16- 12/16/16</p>	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text CCSS.ELA-Literacy.RI.3.3: Understand time, sequence, cause/effect relationships CCSS.ELA-Literacy.RI.3.4: Determine the meaning of vocabulary words CCSS.ELA-Literacy.RI.3.5: Use nonfiction text features CCSS.ELA-Literacy.RI.3.6 Distinguish point of view CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text CCSS.ELA-Literacy.RI.3.8: Use comparison, cause/effect, sequence to understand a text 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>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.
10/17 – 11/4 (3 weeks)	<p>MCC3.OA.1-4 Represent and solve problems involving multiplication and division.</p> <p>MCC3.OA.5-6 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>MCC3.OA.7 Fluently multiply and divide within 100</p> <p>MCC3.OA.8 Solve two-step word problems using the four operations</p> <p>MCC3.OA.9 Identify arithmetic patterns</p>	<ul style="list-style-type: none"> • Weekly Exit Tickets • Cumulative Unit Assessment 	
11/7 – 11/18 (2 weeks)	<p>MCC3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement</p> <p>MCC3.MD.6 Measure areas by counting unit squares</p> <p>MCC3.MD.7 Relate area to the operations of multiplication and addition</p>	<ul style="list-style-type: none"> • Weekly Exit Tickets • Mid- Unit Assessment 	
11/28 – 12/16	<p>MCC3.MD.7 Relate area to the operations of multiplication and addition</p> <p>MCC3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters</p>	<ul style="list-style-type: none"> • Weekly Exit Tickets • Cumulative Unit Assessment 	

Science			
Date	Standard	Assessment	Additional Info.
10/17 – 12/2 (6 weeks)	S3E1. Students will investigate the physical attributes of rocks and soils	<ul style="list-style-type: none"> Weekly exit tickets Participation in Labs (Rubric) Summative Unit Assessment 	<ul style="list-style-type: none"> Explain the difference between a rock and a mineral. Recognize the physical attributes of rocks and minerals using observation Compare the similarities and differences of soils Determine how water and wind can change rocks and soil
12/5- 12/16 (2 weeks)	S3E2. Students will investigate fossils as evidence of organisms that lived long ago	<ul style="list-style-type: none"> Weekly exit tickets Participation in Labs (Rubric) Summative Unit Assessment 	<ul style="list-style-type: none"> Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago. Describe how a fossil is formed.

Social Studies			
Date	Standard	Assessment	Additional Info.
10/17- 10/11/16	<p>SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</p> <p>a. Explain why in the United States there is a separation of power between branches of government and levels of government.</p> <p>b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).</p> <p>c. State an example of the responsibilities of each level and branch of government.</p>	<p>Interactive Notebook responses</p> <p>Unit Test</p>	<p>Students will be encouraged to follow local, state & national elections throughout the unit.</p>

11/14- 12/16/16	SS3H2: Studying the contributions of Thurgood Marshall, Lyndon B. Johnson & Cesar Chavez to American history SS3G2: Impact of location on Thurgood Marshall, Lyndon B. Johnson & Cesar Chavez	Interactive Notebook responses Unit Test	