



**WESTSIDE**  
ATLANTA CHARTER SCHOOL

**Curriculum Map**

QTR 2:	Grade: 3 <sup>rd</sup>	YEAR: 2018-2019
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Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>	<p>Persuasive Writing Final Piece</p> <p>Formative assessments of writing standards will be taken throughout the quarter in the form of one on one conferencing</p> <p>Spelling and grammar will be informally assessed throughout the writing unit through the students writing</p>	<p>Use a variety of sentence structures utilizing the function of all parts of speech</p> <p>Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion.</p>	<p>Students will follow a writer’s workshop model and will write persuasive pieces over the quarter. Their last piece will be the final, published piece. All writing is scored on a rubric.</p> <p>Students will receive 15 minutes of grammar instruction per week. Grammar will be taught over the whole year, reviewing skills while also learning new skills. In addition, students will have weekly spelling words consisting of high frequency third grade level words. They will do a variety of activities with</p>

				<p>these words each day.</p>
<p>10/22-10/26</p>	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA-Literacy.L.3.2</a>: Conventions</li> <li>• <a href="#">ELA-Literacy.L.3.2.e</a>: Spelling high frequency words</li> </ul> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses.</p>		<p>Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion</p>	

	<p>c. Use commas and quotation marks in dialogue.</p>			
10/29- 11/2	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA-Literacy.L.3.2:</a> Conventions</li> <li>• <a href="#">ELA-Literacy.L.3.2.e:</a> Spelling high frequency words</li> </ul> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p>	Weekly spelling word activities	Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion	
11/5-11/9	<p><b>ELAG3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA-Literacy.L.3.2:</a> Conventions</li> <li>• <a href="#">ELA-Literacy.L.3.2.e:</a> Spelling high frequency words</li> </ul>		Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion	

	<p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
11/12-11/16	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <ul style="list-style-type: none"> <li>● <a href="#">ELA-Literacy.L.3.2:</a> Conventions</li> <li>● <a href="#">ELA-Literacy.L.3.2.e:</a> Spelling high frequency words</li> </ul> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are</p>		<p>Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion</p>	

	<p>appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA 3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
11/19-11/23	<p><a href="#">Thanksgiving Break</a></p>			
11/26 - 11/30	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>d. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA-Literacy.L.3.2:</a> Conventions</li> <li>• <a href="#">ELA-Literacy.L.3.2.e:</a> Spelling high frequency words</li> </ul> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are</p>		<p>Students who are able to write a multi paragraph opinion piece Within the writing, students will try and persuade the reader to agree with their opinion</p>	

	<p>defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
<p>12/3 - 12/7</p>	<p><b>ELA3 W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>d. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>● <a href="#">ELA-Literacy.L.3.2:</a> Conventions</li> <li>● <a href="#">ELA-Literacy.L.3.2.e:</a> Spelling high frequency words</li> </ul> <p><b>ELA3 W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>ELA3 W5:</b> With guidance and support from peers and adults, develop and strengthen</p>			

	<p>writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
<p>12/10 - 12/14</p>	<p><b>ELA3 W6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			

<p>12/17 - 12/21</p>	<p><b>ELA3 W6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>ELA3 L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>Students will write out a plan for their writing pieces and use that as a guide to write various pieces.</p>	



Reading				
Date	Standard	Assessment	Extensions	Additional Info.
10/15-10/19	<p><a href="#">ELA-Literacy.RI.3.1</a> Ask and answer questions about informational text</p> <p><a href="#">ELA-Literacy.RI.3.2</a>: Main idea &amp; supporting details of informational text</p> <p><a href="#">ELA-Literacy.RI.3.7</a>: Use graphics &amp; illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Weekly graded comprehension and vocabulary questions.</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says "..."</p>	<p>For whole group instruction, we will use digital texts on Readworks.org leveled to meet each student at his/her reading level. Students will answer multiple choice and open-ended questions for each text.</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>
10/22-10/26	<p><a href="#">ELA-Literacy.RI.3.1</a> Ask and answer questions about informational text</p> <p><a href="#">ELA-Literacy.RI.3.2</a>: Main idea &amp; supporting details of informational text</p> <p><a href="#">ELA-Literacy.RI.3.7</a>: Use graphics &amp; illustrations to understand text</p>			<p>For whole group instruction, we will use digital texts on Readworks.org leveled to meet each student at his/her reading level. Students will answer multiple choice and open-ended questions for each text.</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>
10/29- 11/2	<p><a href="#">ELA-Literacy.RI.3.1</a> Ask and answer questions about informational text</p> <p><a href="#">ELA-Literacy.RI.3.2</a>: Main idea &amp; supporting details of informational text</p> <p><a href="#">ELA-Literacy.RI.3.7</a>: Use graphics &amp; illustrations to understand text</p>		<p>Students will be able to identify how they know the point of view, and able to write responses that show different point of views.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org leveled to meet each student at his/her reading level. Students will answer multiple choice and open-ended questions for each text.</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>

11/5-11/9	<p><a href="#">ELA-Literacy.RI.3.1</a> Ask and answer questions about informational text</p> <p><a href="#">ELA-Literacy.RI.3.2</a>: Main idea &amp; supporting details of informational text</p> <p><a href="#">ELA-Literacy.RI.3.7</a>: Use graphics &amp; illustrations to understand text</p>		Students will be able to identify how they know the point of view, and able to write responses that show different point of views.	<p>For whole group instruction, we will use digital texts on Readworks.org leveled to meet each student at his/her reading level. Students will answer multiple choice and open-ended questions for each text.</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>
11/12-11/16	<p><a href="#">ELA-Literacy.RI.3.1</a> Ask and answer questions about informational text</p> <p><a href="#">ELA-Literacy.RI.3.2</a>: Main idea &amp; supporting details of informational text</p> <p><a href="#">ELA-Literacy.RI.3.7</a>: Use graphics &amp; illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas &amp; Pinnell Guided Reading assessment</p>	Students will be able to identify how they know the point of view, and able to write responses that show different point of views.	<p>For whole group instruction, we will use digital texts on Readworks.org leveled to meet each student at his/her reading level. Students will answer multiple choice and open-ended questions for each text.</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>

11/19-11/23	Thanksgiving Break			
11/26 - 11/30	<p><a href="#">ELA-Literacy.RL.3.5</a>: Use sequence to understand stories</p> <p><a href="#">ELA-Literacy.RL.3.6</a>: Understand point of view</p> <p><a href="#">ELA-Literacy.RL.3.7</a>: Understand the impact of illustrations on plot, characters</p>		<p>Students will write their own stories using commonly used literary styles, character development , and themes learned from texts.</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"> <li>● <a href="#">Just Plain Fancy</a></li> <li>● <a href="#">The Rough Face Girl</a></li> <li>● <a href="#">The Three Questions</a></li> <li>● <a href="#">The Patchwork Quilt</a></li> </ul> <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>Junior Great:</p> <ul style="list-style-type: none"> <li>● Ooka and the Honest Thief</li> <li>● It’s All the Fault of Adam</li> <li>● The Monster Who Grew Small</li> <li>● The Princess and the Beggar</li> </ul>

12/3 - 12/7	<p><a href="#">ELA-Literacy.RL.3.5</a>: Use sequence to understand stories</p> <p><a href="#">ELA-Literacy.RL.3.6</a>: Understand point of view</p> <p><a href="#">ELA-Literacy.RL.3.7</a>: Understand the impact of illustrations on plot, characters</p>		NA	<p>For whole group instruction, we will be using the following texts from the “Text Talk” series:</p> <ul style="list-style-type: none"> <li>● <a href="#">Just Plain Fancy</a></li> <li>● <a href="#">The Rough Face Girl</a></li> <li>● <a href="#">The Three Questions</a></li> <li>● <a href="#">The Patchwork Quilt</a></li> </ul> <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>Junior Great:</p> <ul style="list-style-type: none"> <li>● Ooka and the Honest Thief</li> <li>● It’s All the Fault of Adam</li> <li>● The Monster Who Grew Small</li> <li>● The Princess and the Beggar</li> </ul>
12/10 - 12/14	<p><a href="#">ELA-Literacy.RL.3.5</a>: Use sequence to understand stories</p> <p><a href="#">ELA-Literacy.RL.3.6</a>: Understand point of view</p> <p><a href="#">ELA-Literacy.RL.3.7</a>: Understand the impact of illustrations on plot, characters</p>		See above	<p>For whole group instruction, we will be using the following texts from the “Text Talk” series:</p> <ul style="list-style-type: none"> <li>● <a href="#">Just Plain Fancy</a></li> <li>● <a href="#">The Rough Face Girl</a></li> <li>● <a href="#">The Three Questions</a></li> <li>● <a href="#">The Patchwork Quilt</a></li> </ul> <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>Junior Great:</p> <ul style="list-style-type: none"> <li>● Ooka and the Honest Thief</li> <li>● It’s All the Fault of Adam</li> <li>● The Monster Who Grew Small</li> <li>● The Princess and the Beggar</li> </ul>

<p>12/17 - 12/21</p>	<p><a href="#">ELA-Literacy.RL.3.5</a>: Use sequence to understand stories</p> <p><a href="#">ELA-Literacy.RL.3.6</a>: Understand point of view</p> <p><a href="#">ELA-Literacy.RL.3.7</a>: Understand the impact of illustrations on plot, characters</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"> <li>● <a href="#">Just Plain Fancy</a></li> <li>● <a href="#">The Rough Face Girl</a></li> <li>● <a href="#">The Three Questions</a></li> <li>● <a href="#">The Patchwork Quilt</a></li> </ul> <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>Junior Great:</p> <ul style="list-style-type: none"> <li>● Ooka and the Honest Thief</li> <li>● It’s All the Fault of Adam</li> <li>● The Monster Who Grew Small</li> <li>● The Princess and the Beggar</li> </ul>
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Math				
Date	Standard	Assessment		Additional Info.
10/15- 10/19	<b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100. value, properties of operations, and/or the relationship between addition and subtraction.	Weekly Exit ticket	Convert from minutes to hours and minutes	
10/22-10/26	<b>3.NBT.2</b> 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.	Weekly Exit ticket  End of Module Assessment - Module 2	Convert from hours and minutes to just minutes	
10/29- 11/2	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
11/5-11/9	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
11/12-11/16	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
11/19-11/23	<a href="#">Thanksgiving Break</a>			
11/26 - 11/30	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100 <b>3.OA.8</b> Solve two-step word problems using the four operations <b>3.OA.9</b> Identify arithmetic patterns	Weekly exit ticket	Students will solve more challenging multi step problems	
12/3 - 12/7	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division.  <b>3.OA.7</b> Fluently multiply and divide within 100 <b>3.OA.8</b> Solve two-step word problems	Weekly exit ticket	Students will solve more challenging multi step problems	

	using the four operations <b>3.OA.9</b> Identify arithmetic patterns			
12/10 - 12/14	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100 <b>3.OA.8</b> Solve two-step word problems using the four operations <b>3.OA.9</b> Identify arithmetic patterns	Weekly exit ticket	Students will solve more challenging multi step problems	
12/17 - 12/21	<b>3.OA.1-4</b> Represent and solve problems involving multiplication and division. <b>3.OA.7</b> Fluently multiply and divide within 100 <b>3.OA.8</b> Solve two-step word problems using the four operations <b>3.OA.9</b> Identify arithmetic patterns	Weekly exit ticket  End of Module Assessment - Module 3	Students will solve more challenging multi step problems	

Science			
Date	Standard	Assessment	Additional Info.
10/15- 10/19 Spence HR	<b>S3 E1.</b> Students will investigate the physical attributes of rocks and minerals	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Explain the difference between a rock and a mineral.</li> <li>• Recognize the physical attributes of rocks and minerals using observation</li> </ul>
10/22-10/26 Spence HR	<b>S3 E1.</b> Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Determine how water and wind can change rocks and soil</li> </ul>
10/29- 11/2 Spence HR	<b>S3 E1.</b> Students will investigate the physical attributes of different soils	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Compare the similarities and differences of soils</li> </ul>
11/5-11/9 Spence HR	<b>S3 E2.</b> Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.	Bi-weekly exit tickets  Summative Unit Assessment	<ul style="list-style-type: none"> <li>• Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.</li> <li>• Develop a model to describe the sequence and conditions required for an organism to become fossilized.</li> </ul>
11/12-11/16 End Spence HR/Begin Whisner HR	<b>S3 E2.</b> Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.		<ul style="list-style-type: none"> <li>• Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.</li> <li>• Develop a model to describe the sequence and conditions required for an organism to become fossilized.</li> </ul>
11/19-11/23	<a href="#">Thanksgiving Break</a>		<ul style="list-style-type: none"> <li>•</li> </ul>



11/26 - 11/30 Whisner HR	<b>S3 E1.</b> Students will investigate the physical attributes of rocks and minerals	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Explain the difference between a rock and a mineral.</li> <li>• Recognize the physical attributes of rocks and minerals using observation</li> </ul>
12/3 - 12/7 Whisner HR	<b>S3 E1.</b> Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Explain the difference between a rock and a mineral.</li> <li>• Recognize the physical attributes of rocks and minerals using observation</li> </ul>
12/10 - 12/14 Whisner HR	<b>S3 E1.</b> Students will investigate the physical attributes of different soils	Bi-weekly exit tickets	<ul style="list-style-type: none"> <li>• Determine how water and wind can change rocks and soil</li> </ul>
12/17 - 12/21 Whisner HR	<b>S3 E2.</b> Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.	Bi-weekly exit tickets  Summative Unit Assessment	<ul style="list-style-type: none"> <li>• Compare the similarities and differences of soils</li> </ul>

Social Studies			
Date	Standard	Assessment	Additional Info.
10/15- 10/19 Whisner HR	<b>SS3 H2</b> Describe European exploration in North America. <ul style="list-style-type: none"> <li>• Describe the reasons for and obstacles to the exploration of North America.</li> <li>• Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain)</li> <li>• Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</li> <li>• Describe examples of cooperation and conflict between European explorers and American Indians.</li> </ul>	Interactive Notebook responses  Unit Test	Students will be encouraged to read texts about topics during reading
10/22-10/26 Whisner HR	<b>SS3 H2</b> Describe European exploration in North America. <ul style="list-style-type: none"> <li>• Describe the reasons for and obstacles to the exploration of North America.</li> <li>• Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain)</li> <li>• Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</li> <li>• Describe examples of cooperation and conflict between European explorers and American Indians.</li> </ul>	Interactive Notebook responses  Unit Test	
10/29- 11/2 Whisner HR	<b>SS3 H2</b> Describe European exploration in North America. <ul style="list-style-type: none"> <li>• Describe the reasons for and obstacles to the exploration of North America.</li> <li>• Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain)</li> <li>• Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</li> <li>• Describe examples of cooperation and conflict between European explorers and American Indians.</li> </ul>		

<p>11/5-11/9 Whisner HR</p>	<p><b>SS3 H2</b> Describe European exploration in North America.</p> <ul style="list-style-type: none"> <li>● Describe the reasons for and obstacles to the exploration of North America.</li> <li>● Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain)</li> <li>● Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</li> <li>● Describe examples of cooperation and conflict between European explorers and American Indians.</li> </ul>		
<p>11/12-11/16 Switch HR's Spence HR</p>	<p><b>SS3 H2</b> Describe European exploration in North America.</p> <ul style="list-style-type: none"> <li>● Describe the reasons for and obstacles to the exploration of North America.</li> <li>● Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain)</li> <li>● Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</li> <li>● Describe examples of cooperation and conflict between European explorers and American Indians.</li> </ul>		
<p>11/19-11/23</p>	<p><b>Thanksgiving Break</b></p>		
<p>11/26 - 11/30 Spence HR</p>	<p><b>SS3 H3</b> Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> <li>● Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</li> <li>● Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</li> <li>● Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</li> </ul>		
<p>12/3 - 12/7 Spence HR</p>	<p><b>SS3 H3</b> Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> <li>● Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</li> </ul>		

	<ul style="list-style-type: none"> <li>● Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</li> <li>● Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</li> </ul>		
<p>12/10 - 12/14 Spence HR</p>	<p><b>SS3 H3</b> Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> <li>● Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</li> <li>● Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</li> <li>● Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</li> </ul>		
<p>12/17 - 12/21 Spence HR</p>	<p><b>SS3 H3</b> Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> <li>● Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</li> <li>● Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</li> <li>● Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</li> </ul>		