



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 3:	Grade: 3rd	YEAR: 2018-19
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Language Arts			
Date	Standard	Assessment	Additional Info.
1/7 – 1/11	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 	<p>Informational Writing Final Piece (Lucy Calkins Narrative Rubric)</p> <p>Weekly Grammar Check-ins</p>	<p>Students will write 3 informational pieces over the quarter. One of these pieces will be a research project on animals & plants from different habitats in Georgia.</p>
1/14-1/18	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 		

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
1/21- 1/25	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
1/28-2/1	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. 		

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
2/4-2/8	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
2/11- 2/15	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
2/18-2/22	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 		

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
2/25-3/1	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. ● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section. ● CCSS.ELA-Literacy.L.3.1: Parts of speech ● CCSS.ELA-Literacy.L.3.2: Conventions 		
3/4-3/8	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● CCSS.ELA-Literacy.W.3.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● CCSS.ELA-Literacy.W.3.2.b: Develop the topic with facts, definitions, and details. 		

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| | <ul style="list-style-type: none">● CCSS.ELA-Literacy.W.3.2.c: Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.● CCSS.ELA-Literacy.W.3.2.d: Provide a concluding statement or section.● CCSS.ELA-Literacy.L.3.1: Parts of speech● CCSS.ELA-Literacy.L.3.2: Conventions | | |
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Reading			
Date	Standard	Assessment	Additional Info.
1/7 - 1/11	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</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, and distinguish between literal and figurative language.</p>	Guided reading notes, responding to questions during whole group instruction	Junior Great Books, Poetry, & Reading Conferences will also be used, depending on the student's reading level.
1/14 - 1/18	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</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, and distinguish between literal and figurative language.</p>	Guided reading notes, responding to questions during whole group instruction	Junior Great Books, Poetry, & Reading Conferences will also be used, depending on the student's reading level.
1/21 - 1/25	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</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, and distinguish between literal and figurative language.</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	Junior Great Books, Poetry, & Reading Conferences will also be used, depending on the student's reading level.

1/28- 2/1	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</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, and distinguish between literal and figurative language.</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	<p>Junior Great Books, Poetry, & Reading Conferences will also be used, depending on the student’s reading level.</p>
2/4 - 2/8	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Close reading packets as well as Readworks question sets.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org as well as close reading texts to focus on text structures.</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>
2/11 - 2/15	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Close reading packets as well as Readworks question sets.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org as well as close reading texts to focus on text structures.</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>

<p>2/18 - 2/22</p>	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Close reading packets as well as Readworks question sets.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org as well as close reading texts to focus on text structures.</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>
<p>2/25 - 3/1</p>	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Close reading packets as well as Readworks question sets.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org as well as close reading texts to focus on text structures.</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>
<p>3/4 - 3/8</p>	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ● CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Close reading packets as well as Readworks question sets.</p>	<p>For whole group instruction, we will use digital texts on Readworks.org as well as close reading texts to focus on text structures.</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>

Math			
Date	Standard	Assessment	Additional Info.
1/7 - 1/11	<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"> • Bi-weekly Exit Tickets • Mid-Module Assessment 	
1/14 - 1/18	<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"> • Bi-weekly Exit Tickets • End-of--Module Assessment 	
1/21 - 1/25	<p>MCC3.NF.1 Understand that fractions are equal parts of a whole.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets 	
1/28- 2/1	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets 	
2/4 - 2/8	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets 	
2/11 - 2/15	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets • Mid-Module Assessment 	

2/18 - 2/22	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets 	
2/25 - 3/1	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets 	
3/4 - 3/8	<p>MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>MCC3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<ul style="list-style-type: none"> • Bi-weekly Exit Tickets • End-of-Unit Assessment 	

Science			
Date	Standard	Assessment	Additional Info.
1/7 - 1/11	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
1/14 - 1/18	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
1/21 - 1/25	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
1/28- 2/1	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	

2/4 - 2/8	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
2/11 - 2/15	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
2/18 - 2/22	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
2/25 - 3/1	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <ul style="list-style-type: none"> a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. 	Exit Tickets, Projects, and Summative Assessment	
3/4 - 3/8	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ul style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. 	Exit Tickets, Projects, and Summative Assessment	

Social Studies			
Date	Standard	Assessment	Additional Info.
1/7 – 1/11	<p>SS3 H3 Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> • Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). • Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). • Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. 	Students will complete formative assessments through class activities, as well as a summative assessment at the end of the unit creating a project showcasing their knowledge about one of the groups of colonies.	
1/14-1/18	<p>SS3 H3 Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> • Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). • Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). • Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. 	Students will complete formative assessments through class activities, as well as a summative assessment at the end of the unit creating a project showcasing their knowledge about one of the groups of colonies.	

<p>1/21- 1/25</p>	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States. 1. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). 2. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). 3. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p> <p>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. 1. Explain the necessity of respecting the rights of others and promoting the common good. 2. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).</p>	<p>Students will complete formative assessments in class, and in addition will complete a summative in class activity.</p>	
<p>1/28-2/1</p>	<p>SS3G1 The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson. b. Identify major mountain ranges of the United States of America: Appalachian, Rocky. c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe. d. Locate Greece on a world map.</p> <p>SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.</p>	<p>Students will complete formative assessments in class, and in addition will create a project showing their knowledge of the locations of the rivers and the mountains.</p>	
<p>2/4-2/8</p>	<p>SS3 H3 Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). 	<p>Students will complete formative assessments through class activities, as well as a summative assessment at the end of the unit creating a project showcasing their knowledge about one of the groups of colonies.</p>	

	<ul style="list-style-type: none"> • Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). • Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. 		
2/11- 2/15	<p>SS3 H3 Explain the factors that shaped British Colonial America.</p> <ul style="list-style-type: none"> • Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). • Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion). • Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. 	Students will complete formative assessments through class activities, as well as a summative assessment at the end of the unit creating a project showcasing their knowledge about one of the groups of colonies.	
2/18-2/22	<p>SS3CG1 Describe the elements of representative democracy/republic in the United States.</p> <ol style="list-style-type: none"> 1. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). 2. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). 3. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair). <p>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both</p>	Students will complete formative assessments in class, and in addition will create a project showing their knowledge of the locations of the rivers and the mountains.	

	<p>personal and civic.</p> <p>1. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>2. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).</p>		
2/25-3/1	<p>SS3G1 The student will locate major topographical features.</p> <p>a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.</p> <p>b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.</p> <p>c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.</p> <p>d. Locate Greece on a world map.</p> <p>SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.</p>	Students will complete formative assessments in class, and in addition will create a project showing their knowledge of the locations of the rivers and the mountains.	
3/4-3/8	<p>SS3G1 The student will locate major topographical features.</p> <p>a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.</p> <p>b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.</p> <p>c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.</p> <p>d. Locate Greece on a world map.</p> <p>SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.</p>		