

Hampton Elementary Charter School Content, Skills and Assessment Map

Grade: 3

Month	Content <i>What topic(s) is being covered and what is the important vocabulary? What do students need to know? Think nouns!</i>	Skills <i>What do students have to be able to do connected to the content? Think DOK verbs!</i>	Assessment <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>	STEAM Integration <i>How are the elements of STEAM integrated into all lessons?</i>	Competencies <i>Which competencies are measured through the assessment?</i>
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August	<p>Mini Society Garden: Social Studies woven throughout the year -government -currency -economics</p> <p>Math: Measurement -area -multiplication with arrays -ruler measurement to the 1/4 inch -graphing</p> <p>ELA: Literary Text -Winn Dixie -narrative writing -narrative story elements -mentor sentences/grammar</p> <p>Science: Habitats</p> <p>Social Studies: Geography - topographical features, map skills</p>	<p>Math: Students will...</p> <ul style="list-style-type: none"> • Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters. • Relate area to the operations of multiplication and addition. <ol style="list-style-type: none"> a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. d. Use area models to represent the distributive property in mathematical reasoning. • Recognize area as an attribute of plane figures and understand concepts of area measurement. <ol style="list-style-type: none"> a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. • Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). <p>ELA: Students will...</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • 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. • 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. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 			
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		<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> <ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.• Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.d. Read grade-appropriate irregularly spelled words. <p>Science: Students will...</p> <ul style="list-style-type: none">• Obtain, evaluate, and communicate information about the similarities and differences between the habitats found within geographical regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.<ul style="list-style-type: none">a. Ask questions to differentiate between plants and animals that live in different habitats.b. Identify external features and adaptations (camouflage, use of hibernation, protection, migration, mimicry) of animals to construct an explanation of how these features/adaptations allow them to survive in their habitat.c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another. <p>Social Studies: Students will...</p> <ul style="list-style-type: none">• Locate major topographical features on a physical map of the United States.<ul style="list-style-type: none">a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.• Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.• Describe how physical systems affect human systems.<ul style="list-style-type: none">a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced during colonial life			
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September	<p>Math: Geometry -identifying and comparing like and unlike denominator fractions</p> <p>Mini-Society/SS -economics -employment -personal spending -human resources</p> <p>ELA: Informational Text -nonfiction text features - informative/informational writing - mentor sentences and grammar</p> <p>Science: Continue Habitats; include effects of pollution</p> <p>Social Studies: How physical systems affect human systems</p>	<p>Math: Students will...</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$. <i>For example, $3/4$ means there are three $1/4$ parts, so $3/4 = 1/4 + 1/4 + 1/4$.</i> • Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$. Recognize that a unit fraction $1/b$ is located $1/b$ whole unit from 0 on the number line. b. Represent a non-unit fraction a/b on a number line diagram by marking off a lengths of $1/b$ (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line. • Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size. <ol style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., $1/2 = 2/4, 4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 6/2$ (3 wholes is equal to six halves); recognize that $3/1 = 3$; locate $4/4$ and 1 at the same point of a number line diagram.</i> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>ELA: Students will...</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Use information gained from illustrations (e.g. Maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occurred). • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • 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. • 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. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. 			
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	<p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</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> <ul style="list-style-type: none">• Know and apply grade-level phonics and word analysis skills in decoding words.<ol style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.• Read with sufficient accuracy and fluency to support comprehension.<ol style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.d. Read grade-appropriate irregularly spelled words. <p>Science: Students will...</p> <ul style="list-style-type: none">• Obtain, evaluate, and communicate information about the similarities and differences between the habitats found within geographical regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.<ol style="list-style-type: none">a. Ask questions to differentiate between plants and animals that live in different habitats.b. Identify external features and adaptations (camouflage, use of hibernation, protection, migration, mimicry) of animals to construct an explanation of how these features/adaptations allow them to survive in their habitat.c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.• Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.<ol style="list-style-type: none">a. Ask questions to collect observations and keep records of sources and effects of pollution on the plants and animals of Georgia.b. Explore, research, and communicate solutions, such as conservation of resources and recycling materials, to protect plants and animals of Georgia. <p>Social Studies: Students will...</p> <ul style="list-style-type: none">• Describe how physical systems affect human systems.<ol style="list-style-type: none">a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.			
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		c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced during colonial life			
October	<p>Math: Addition and Subtraction relating to multiplication and division -using place value for multi-digit -repeated addition and subtraction -up to 1,000 -rounding -estimation</p> <p>Mini Society/SS: -roots of democracy -government's role in economy</p> <p>ELA: -Charlotte's Web</p> <p>Science: Rocks, minerals, soils</p> <p>Social Studies: Historical understandings-early American Indian cultures,</p>				

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November	<p>Math: October continued Mini Society/SS: ELA: -Stuart Little -opinion writing Science: continue rocks, minerals, soils Social Studies: Historical understandings- European explorers</p>				
December	<p>Math: Measurement -time Mini Society/SS: ELA: Continue from November Science: Fossils Social Studies: Historical Understandings- British Colonial America</p>				
January	<p>Math: Measurement -weight, volume, capacity Mini Society/SS ELA: Novel unit Science: Heat Social Studies: U.S. Democracy - government understandings</p>	<p>Students will: -Describe the elements of representative democracy in the United States. -Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). -Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). -State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair)</p>			

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February	<p>Math: 2 Step Word Problems -application of previously taught concepts in written analysis format</p> <p>Mini Society/SS</p> <p>ELA:</p> <p>Science: Applying all standards to PBL "Farmer's Market" (mini-society)</p> <p>Social Studies: Democratic beliefs and principles</p>	<p>Students Will:</p> <ul style="list-style-type: none"> -Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. -Explain the necessity of respecting the rights of others and promoting the common good. -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). 			
March	<p>Math: February Continued</p> <p>Mini Society/SS</p> <p>ELA:</p> <p>Science: Applying all standards to PBL "Farmer's Market" (mini-society)</p> <p>Social Studies: Economic understandings - mini-society</p>				
April	<p>Math: Review and Remediate, Extend</p> <p>Mini Society/SS</p> <p>ELA:</p> <p>Science: Applying all standards to PBL "Farmer's Market" (mini-society)</p> <p>Social Studies: Economic understandings - mini-society</p>				

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<p>May</p>	<p>Math: Review and Remediate Use Milestones results to remediate those who did not meet 3rd grade expectations and introduce 4th grade material to those who did. ELA: Science: Applying all standards to PBL "Farmer's Market" (mini-society) Social Studies: Economic understandings - mini-society</p>				
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