

Curriculum Map - Semester Two Subject: MATH				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>Unit 5: Place Value in Whole Numbers and Decimals</b></p> <p><b>A. Place Value through Millions</b></p> <ul style="list-style-type: none"> <li>•Read, write and order numbers</li> </ul> <p><b>B. Place Value in Decimals</b></p> <ul style="list-style-type: none"> <li>•Read, write and order decimals through hundredths</li> <li>•Exchange between tenths and hundredths</li> <li>•Introduce thousandths</li> </ul>	<p><b>Unit 6: Geometry</b></p> <p><b>A. Line Segments, Lines and Rays</b></p> <p><b>B. Angles and Turns</b></p> <ul style="list-style-type: none"> <li>•Identification</li> <li>•Measurement</li> </ul> <p><b>C. Polygons</b></p> <p><b>D. Triangles</b></p> <p><b>E. Quadrangles</b></p> <p><b>F. Symmetry</b></p> <p><b>G. Polyhedrons</b></p>	<p><b>Unit 7: Multiplication and Division</b></p> <p><b>A. Multiplication and Division Patterns, Including Square Numbers</b></p> <p><b>B. Continued Development of Multiplication Fact Power</b></p> <p><b>C. Number Models with Parentheses</b></p> <p><b>D. Extended Multiplication and Division Facts: Multiply by Multiples of 10, 100, 1,000; and to Divide Such Multiples by 1-Digit Numbers</b></p> <p><b>E. Estimating: Sums, Products and Determining When an Estimate is Appropriate</b></p> <p><b>F. Extended Multiplication Facts to Tens Times Tens</b></p>	<p><b>Unit 8: Fractions</b></p> <p><b>A. Fractional Parts: Naming Fractional Parts of Regions and Sets.</b></p> <p><b>B. Identifying Fractions on a Number Line.</b></p> <p><b>C. Equivalent Fractions</b></p> <p><b>D. Comparing Fractions</b></p> <p><b>E. Fractions Greater than One</b></p> <p><b>F. Fractions in Number Stories</b></p> <p><b>G. Probability</b></p> <p><b>H. Review and Assessment</b></p>	<p><b>Unit 9: Multiplication and Division</b></p> <p><b>A. Multiplication and Division with Multiples of 10, 100, and 1,000</b></p> <p><b>B. Multiply 1 and 2-Digit Numbers by Multi-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>• Partial-products algorithm</li> <li>• Lattice method</li> <li>• Traditional algorithm</li> </ul> <p><b>C. Factors of a Number</b></p> <p><b>D. Interpreting Remainders in Division Problems</b></p> <p><b>E. Positive and Negative Numbers</b></p> <p><b>F. Review and Assessment</b></p> <p><b>Unit 10/11: Measurement, Data and Probability</b></p> <p><b>A. Volume</b></p> <p><b>B. Mean and Median</b></p> <p><b>C. Measures of Weight and Capacity</b></p> <p><b>D. Probability</b></p>

Curriculum Map - Semester Two Subject: SCIENCE				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>Plants</b></p> <p><b>A. Photosynthesis</b></p> <p><b>Scientific Method</b></p> <p><b>A. Parts of the Scientific Method</b></p> <ul style="list-style-type: none"> <li>• Testable questions</li> <li>• Observation</li> <li>• Hypothesis</li> <li>• Procedure</li> <li>• Conclusions</li> </ul>	<p>What creates sound? How does sound travel? What are the different <i>qualities</i> of sound? How does the ear work?</p> <p><b>A. Sound</b></p> <ul style="list-style-type: none"> <li>• Properties of sound waves</li> <li>• Sense of hearing</li> </ul>	<p>How do humans use the resources of the oceans? How are ocean currents and waves created? How do ocean currents and waves travel? How do ocean currents and waves affect human populations?</p> <p><b>A. Sound</b></p> <ul style="list-style-type: none"> <li>• Senses of hearing</li> </ul> <p><b>B. Oceans Unit</b></p> <ul style="list-style-type: none"> <li>• Currents</li> </ul>	<p>What are the characteristics of the different ocean layers? How do ocean animals adapt to the different conditions found in the ocean layers? What is a food web? How are food webs affected by human actions? How do human activities endanger the ocean ecosystem? What affects did the Exxon Valdez oil spill have on the environment, animals and people of Alaska and beyond? What current actions can help prevent future damage to the ocean ecosystem and/or lessen current damage?</p> <p><b>Oceans Unit (cont)</b></p> <p><b>B. Waves</b></p> <p><b>C. Ocean Layers</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Animal life and adaptation</li> </ul> <p><b>D. Food Webs</b></p> <p><b>E. Environmental Threats to the Ocean</b></p> <p><b>Scientific Method</b></p> <ul style="list-style-type: none"> <li>• Testable questions</li> <li>• Observation</li> <li>• Hypothesis</li> <li>• Procedure</li> <li>• Conclusions</li> </ul>	<p><b>Scientific Method</b></p> <ul style="list-style-type: none"> <li>• Testable questions</li> <li>• Observation</li> <li>• Hypothesis</li> <li>• Procedure</li> <li>• Conclusions</li> </ul>

Curriculum Map - Semester Two Subject: SOCIAL STUDIES				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>America Unit</b></p> <p><b>A. Federal Government</b></p> <ul style="list-style-type: none"> <li>•Three Branches: Balance of powers</li> <li>•How a bill becomes a law</li> </ul> <p><b>B. Geography</b></p> <ul style="list-style-type: none"> <li>• States and Capitals: Northeast</li> </ul> <p><b>C. State Reports</b></p> <p><b>D. States and Capitals: West and Southwest</b></p>	<p><b>America Unit</b></p> <p><b>A. Federal Government</b></p> <ul style="list-style-type: none"> <li>• Judicial Branch: Supreme Court Justices-qualifications</li> <li>• 9 justices</li> <li>• Women justices</li> <li>• Justices are nominated by the president</li> <li>• Justices are confirmed by the senate</li> </ul> <p><b>B. Geography</b></p> <ul style="list-style-type: none"> <li>• States and Capitals: Midwest</li> </ul> <p><b>C. State Reports</b></p>	<p>What are the origins of the Polynesia culture? How did the Polynesian people travel and spread their culture through out the Polynesian islands? How was the Polynesian culture affected by the environment of the different islands?</p> <p><b>A. Indigenous Culture: Origins</b></p> <ul style="list-style-type: none"> <li>• Ancestry of Polynesian culture</li> <li>• How Polynesians came to populate Hawaii and New Zealand.</li> <li>• Location of Polynesian Triangle</li> </ul> <p><b>B. Geography</b></p> <ul style="list-style-type: none"> <li>• States and Capitals: SE region</li> </ul>	<p><b>A. Indigenous Culture: Environmental Impact</b></p> <ul style="list-style-type: none"> <li>• Traditional food, dress, shelter</li> </ul> <p><b>B. Geography</b></p> <ul style="list-style-type: none"> <li>• States and Capitals: Northeast region</li> </ul>	<p><b>A. Indigenous Culture: Environmental impact</b></p> <ul style="list-style-type: none"> <li>•Compare and contrast food, clothing and shelter to determine impact of Hawaii and New Zealand's environment on the Polynesian culture.</li> </ul> <p><b>B. States and Capitals: 50 States</b></p> <p><b>C. Maps</b></p>

Curriculum Map - Semester Two Subject: LANGUAGE ARTS				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>America Unit</b></p> <p><b>A. Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension: fiction and non-fiction</li> <li>• Prediction</li> <li>• Details</li> <li>• Sequence</li> <li>• Cause and effect</li> <li>• Summary</li> <li>• Main idea</li> </ul> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>• Creative: Writing traits of ideas, organization, word choice, and voice</li> <li>• Paragraph</li> <li>• Cursive</li> <li>• Report</li> <li>• Book report</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Nouns</li> <li>• Adverbs that tell how and when</li> <li>• Four sentence types</li> <li>• Object pronouns</li> <li>• Guide words</li> <li>• Subject/verb agreement</li> <li>• Prefixes, suffixes, and root words</li> <li>• Alphabetizing to third letter</li> <li>• Comparison with adjectives</li> <li>• Subject and verb of sentence</li> <li>• Plural nouns</li> <li>• Rhyming words</li> <li>• Prepositional phrases</li> <li>• Adjectives: that tell what kind, how many, and articles</li> <li>• Return addresses</li> <li>• Contractions</li> <li>• Punctuation: ends of sentences, dates, lists, contractions, titles, addresses, possessives, abbreviations, parts of a friendly letter</li> </ul> <p><b>D. Word Study/Spelling</b></p> <ul style="list-style-type: none"> <li>• Frequent spelling patterns for long e: e,</li> </ul>	<p><b>America Unit</b></p> <p><b>A. Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension: fiction and non-fiction</li> <li>• Prediction</li> <li>• Details</li> <li>• Sequence</li> <li>• Context Clues</li> <li>• Cause and effect</li> <li>• Summary</li> <li>• Main idea</li> <li>• Inferences</li> <li>• Test taking strategies</li> </ul> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and Report: Writing traits of ideas, organization, voice, and word choice</li> <li>• Editing skills</li> <li>• Cursive: used for all daily writing</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Subject and object pronouns</li> <li>• Nouns</li> <li>• Adverbs that tell how and when</li> <li>• Four sentence types</li> <li>• Guide words</li> <li>• Subject/verb agreement</li> <li>• Prefixes, suffixes, and root words</li> <li>• Alphabetizing to third letter</li> <li>• Comparison with adjectives</li> <li>• Subject and verb of sentence</li> <li>• Plural nouns</li> <li>• Rhyming words</li> <li>• Prepositional phrases</li> <li>• Adjectives: that tell what kind, how many and articles</li> <li>• Return addresses</li> <li>• Contractions</li> <li>• Punctuation: ends of sentences, dates, lists, contractions, titles, addresses, possessives, abbreviations, parts of a friendly</li> </ul>	<p><b>America Unit</b></p> <p><b>A. Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension: fiction and non-fiction</li> <li>• Prediction</li> <li>• Details</li> <li>• Sequence</li> <li>• Context Clues</li> <li>• Cause and effect</li> <li>• Summary</li> <li>• Main idea</li> <li>• Inferences</li> <li>• Test taking strategies</li> </ul> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and Report: Writing traits of ideas, organization, voice, word choice, and sentence fluency</li> <li>• Editing skills</li> <li>• Paragraphs</li> <li>• Cursive: used for all daily writing</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Subject and object pronouns</li> <li>• Nouns</li> <li>• Adverbs that tell how and when</li> <li>• Four sentence types</li> <li>• Guide words</li> <li>• Subject/verb agreement</li> <li>• Prefixes, suffixes, and root words</li> <li>• Alphabetizing to third letter</li> <li>• Comparison with adjectives</li> <li>• Subject and verb of sentence</li> <li>• Plural nouns</li> <li>• Rhyming words</li> <li>• Prepositional phrases</li> <li>• Adjectives: that tell what kind, how many, and articles</li> <li>• Return addresses</li> <li>• Contractions</li> <li>• Punctuation: ends of sentences, dates, lists, contractions, titles,</li> </ul>	<p><b>Oceans and Indigenous Cultures Unit</b></p> <p><b>A. Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension: fiction and non-fiction</li> <li>• Prediction</li> <li>• Details</li> <li>• Sequence</li> <li>• Context Clues: Determining meaning of unfamiliar words and words with multiple meanings.</li> <li>• Cause and effect</li> <li>• Summary</li> <li>• Main idea</li> <li>• Figurative Language: similes and metaphors</li> </ul> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and Report: Writing traits of ideas, organization, voice, word choice, and sentence fluency.</li> <li>• Paragraph</li> <li>• Editing skills</li> <li>• Cursive: used for all daily writing</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Standardized test preparation</li> <li>• Subject and object pronouns</li> <li>• Alphabetizing to third letter</li> <li>• Four sentence types</li> <li>• Compound subjects</li> <li>• Conjunctions</li> <li>• Subject/verb agreement</li> <li>• Helping and main verbs</li> <li>• Plural nouns</li> <li>• Guide words</li> <li>• Parts of a friendly letter</li> <li>• Regular and Irregular past tense verbs</li> <li>• Use of any vs. none</li> <li>• Adverbs that tell how, when and where</li> </ul>	<p><b>Oceans and Indigenous Cultures Unit</b></p> <p><b>A. Reading</b></p> <ul style="list-style-type: none"> <li>• Comprehension: fiction and non-fiction</li> <li>• Prediction</li> <li>• Details</li> <li>• Sequence</li> <li>• Context Clues: Determining meaning of unfamiliar words and words with multiple meanings.</li> <li>• Cause and effect</li> <li>• Summary</li> <li>• Main idea</li> <li>• Figurative Language: similes, Metaphors, and Personification.</li> </ul> <p><b>B. Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and Report: Writing traits of ideas, organization, voice, word choice, and sentence fluency.</li> <li>• Paragraph</li> <li>• Editing skills</li> <li>• Cursive: used for all daily writing</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Review of skills taught</li> <li>• Standardized test preparation</li> <li>• Review of nouns, verbs, adjectives, and adverbs</li> <li>• Rhyming words</li> <li>• Parts of a heading for a friendly letter</li> <li>• Four sentence types</li> <li>• Pronouns</li> <li>• Alphabetizing to third letter</li> <li>• Punctuation: ends of sentences, dates, lists, contractions, titles, addresses, possessives, abbreviations, parts of a friendly letter, commas before conjunctions, quotation marks.</li> <li>• Helping verbs</li> <li>• Verb phrases (helping verb and main verb)</li> <li>• Subject and verb of sentence: Including compound subjects and verbs</li> <li>• Guide words</li> </ul>

<p>ea, ee, and y</p> <ul style="list-style-type: none"> <li>• Words with silent letters</li> <li>• Spelling contractions <ul style="list-style-type: none"> <li>• controlled vowel sound: or and ore</li> </ul> </li> <li>• Homophones</li> <li>• Frequent spelling patterns for /u/ sound: ew, ue, u-consonant-e, oo, u</li> <li>• Frequent spelling patterns for /y/ sound: ew, ue, u-consonant-e, u</li> <li>• Spelling patterns for /oi/ oi and oy</li> </ul> <p><b>E. Vocabulary</b></p> <p><b>F. Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Stage behavior</li> <li>• Audience behavior</li> </ul>	<p>letter, commas before conjunctions.</p> <ul style="list-style-type: none"> <li>• Adjectives: comparative &amp; superlative</li> <li>• Multiple meanings of words</li> </ul> <p><b>D. Word Study/Spelling</b></p> <ul style="list-style-type: none"> <li>• Frequent spelling patterns for /s/ s, ss, ce, ci, and cy</li> <li>• Review of /oi/ sound spelled oi or oy</li> <li>• Spellings of common homophones</li> <li>• Multiple meaning words</li> </ul> <p><b>E. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word study and development</li> <li>• <u>Congress-Person</u>: representatives, president, consideration, proposal, Senate, Senator, judicial, legislative, resident, reelected, union, citizen, established, continuous, enforces, term, Philadelphia, Constitution, Constitutional, decided, determined</li> </ul> <p><b>F. Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Stage behavior</li> <li>• Audience behavior</li> </ul>	<p>addresses, possessives, abbreviations, parts of a friendly letter, commas before conjunctions.</p> <ul style="list-style-type: none"> <li>• Adjectives: comparative &amp; superlative</li> <li>• Multiple meanings of words</li> </ul> <p><b>D. Word Study/Spelling</b></p> <ul style="list-style-type: none"> <li>• homophones</li> <li>• /j/ sound spelled -ge or -dge</li> <li>• words with silent letters</li> <li>• rules for adding suffixes to words that end vowel-y or consonant-y</li> </ul> <p><b>E. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word study and development</li> </ul> <p><b>F. Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Stage behavior</li> <li>• Audience behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions</li> <li>• Nouns</li> <li>• Articles</li> <li>• Possessive pronouns</li> <li>• Homophones</li> <li>• Punctuation: ends of sentences, dates, lists, contractions, titles, addresses, possessives, abbreviations, parts of a friendly letter, commas before conjunctions, quotation marks.</li> <li>• Capitalization</li> </ul> <p><b>D. Word Study/Spelling</b></p> <ul style="list-style-type: none"> <li>• Spellings of the /ch/ sound; ch, tch, ture ending</li> <li>• Review of rules for adding suffixes</li> </ul> <p><b>E. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word study and development: Supreme Court Justice, judicial review, unconstitutional</li> </ul> <p><b>F. Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Stage behavior</li> <li>• Audience behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Regular and irregular past tense verbs: Review of present, past, and past participle</li> </ul> <p><b>D. Word Study/Spelling</b></p> <ul style="list-style-type: none"> <li>• Adding suffixes</li> <li>• "ou" words with sounds other than ou like mouse. (Tough Group)</li> <li>• Review different spellings for "er" sound</li> <li>• Words with double letters</li> </ul> <p><b>E. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Word study and development: concealed, pelts, certain, ceased, league, surged, sparingly, ample, pursued, ponder</li> </ul> <p><b>F. Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Stage behavior</li> <li>• Audience behavior</li> </ul>
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Curriculum Map - Semester Two Subject: SPANISH				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>Unidad- El Océano</b></p> <p><b>A. Cultures</b></p> <ul style="list-style-type: none"> <li>• The island of Puerto Rico</li> <li>• General geographic information of Spanish speaking countries.</li> <li>• Maps</li> </ul> <p><b>B. Functions and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• TPRS</li> <li>• Describing locations (prepositions)</li> <li>• Storytelling</li> <li>• Transportations</li> <li>• Activities (at the beach)</li> <li>• Expressing feelings</li> <li>• Animals in the ocean</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Feminine/masculine</li> <li>• Adjectives</li> <li>• Sequence</li> <li>• Prepositions</li> </ul>	<p><b>Visitando Puerto Rico</b></p> <p><b>A. Culture</b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Geography</li> <li>• Oceans</li> <li>• Cardinal points</li> </ul> <p><b>B. Functions and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• TPRS</li> <li>• Describing locations</li> <li>• Storytelling</li> <li>• Greetings</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	<p><b>Táinos</b></p> <p><b>A. Culture</b></p> <ul style="list-style-type: none"> <li>• Native people of Puerto Rico</li> <li>• Táinos</li> <li>• Art of the Táinos</li> <li>• Myth of the creation of the island</li> </ul> <p><b>B. Functions and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Ocean animals</li> <li>• TPRS</li> <li>• Characters</li> <li>• Describing places</li> <li>• Describing people</li> <li>• Re-telling the story</li> <li>• Opposites</li> <li>• Geography</li> <li>• Sequence</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Pronouns</li> <li>• High frequency verbs</li> <li>• Nouns</li> <li>• Articles</li> <li>• Subject/verb agreement</li> </ul>	<p><b>Mercado/Market</b></p> <p><b>A. Culture</b></p> <ul style="list-style-type: none"> <li>• Markets</li> <li>• Products</li> <li>• Bargain</li> <li>• Children's International day</li> <li>• School wide market</li> <li>• Games (cakewalk, bean game)</li> </ul> <p><b>B. Functions and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Expressing likes/dislikes</li> <li>• Selling/buying</li> <li>• Bargain</li> <li>• Greetings</li> <li>• Descriptions/adjectives</li> <li>• Numbers- 1-100</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Feminine/masculine nouns</li> <li>• Noun/adjective agreement</li> <li>• Interrogatives</li> <li>• Subject/verb agreement</li> <li>• Adverbs</li> <li>• Exclamations</li> <li>• Adjectives</li> <li>• Direct pronouns</li> </ul>	<p><b>Piñatas</b></p> <p><b>A. Culture</b></p> <ul style="list-style-type: none"> <li>• Piñatas</li> <li>• Mexican birthday parties</li> <li>• Games/ la piñata</li> <li>• Songs</li> <li>• Background of la piñata</li> <li>• Geographic of Mexico, Asia and Europe</li> </ul> <p><b>B. Functions and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Expressing likes/dislikes</li> <li>• Description of geographic information</li> <li>• Description of piñatas</li> </ul> <p><b>C. Grammar</b></p> <ul style="list-style-type: none"> <li>• Feminine/masculine nouns</li> <li>• Noun/adjective agreement</li> <li>• Interrogatives</li> <li>• Subject/verb agreement</li> <li>• Adverbs</li> <li>• Exclamations</li> <li>• Adjectives</li> <li>• Direct pronouns</li> </ul>

Curriculum Map - Semester Two Subject: MUSIC				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>A. Recorder Skills</b></p> <ul style="list-style-type: none"> <li>• BAG melodies on the soprano recorder</li> </ul> <p><b>B. Harmony</b></p> <ul style="list-style-type: none"> <li>• 2 part melodic score</li> </ul> <p><b>C. Instrument Timbre</b></p> <ul style="list-style-type: none"> <li>• Recorder instrument families</li> </ul> <p><b>D. Timbre</b></p> <ul style="list-style-type: none"> <li>• Orchestra Instrument Families</li> </ul>	<p><b>A. Composition</b></p> <ul style="list-style-type: none"> <li>• BAG melodies on the recorder</li> </ul> <p><b>B. Instrument Playing</b></p> <ul style="list-style-type: none"> <li>• Crossover Bordun with group</li> </ul> <p><b>C. Harmony</b></p> <ul style="list-style-type: none"> <li>• 4 part instrument ensemble</li> </ul>	<p><b>A. Recorder Skills</b></p> <ul style="list-style-type: none"> <li>• BAGED melodies on the soprano recorder</li> </ul> <p><b>B. Improvisation</b></p> <ul style="list-style-type: none"> <li>• Question / Answer pentatonic scale Improvisation</li> </ul> <p><b>C. Score Reading</b></p> <ul style="list-style-type: none"> <li>• Key signature</li> <li>• Time signature</li> </ul>	<p><b>A. Recorder Skills</b></p> <ul style="list-style-type: none"> <li>• BAGED C1 D1 melodies on the soprano recorder</li> </ul> <p><b>B. Instrument Playing</b></p> <ul style="list-style-type: none"> <li>• Crossover Bordun independently</li> </ul> <p><b>C. Form</b></p> <ul style="list-style-type: none"> <li>• Solo, Duet, Trio and Quartet</li> </ul> <p><b>D. Concert Performance Skills</b></p> <ul style="list-style-type: none"> <li>• Performance behavior</li> <li>• Ensemble skills</li> </ul>	<p><b>A. Recorder Skills</b></p> <ul style="list-style-type: none"> <li>• BAGED C1D1 F# melodies on the soprano recorder</li> </ul> <p><b>B. Literacy Review</b></p> <ul style="list-style-type: none"> <li>• Melodic Material</li> <li>• Rhythmic Material</li> </ul> <p><b>C. Audience Behavior</b></p> <ul style="list-style-type: none"> <li>• 4 A's: Attend, Applaud, Appreciate, Allow</li> </ul> <p><b>D. Expression and Style</b></p> <ul style="list-style-type: none"> <li>• Patriotic / American Music</li> </ul>

Curriculum Map - Semester Two Subject: ART				Grade Level THIRD GRADE
January	February	March	April	May
<p><b>Books</b></p> <p>What are they? How are they made? Why make books to help others? What kind of book would be helpful for someone who does not speak English?</p> <p><b>A. Media and Techniques</b></p> <ul style="list-style-type: none"> <li>• Making simple books</li> <li>• Using images and/or words to create a book</li> <li>• Using hand drawn images</li> <li>• Using computer generated words and images</li> <li>• Using puzzles and die cuts</li> </ul> <p><b>B. Words and Images - Are They Related?</b></p> <ul style="list-style-type: none"> <li>• Poetry and art books</li> <li>• Images from Picturing America Grant</li> <li>• Dorothea Lange</li> <li>• Origins of country music</li> </ul>	<p><b>China</b></p> <p><b>A. Tangrams and Dragons</b></p>	<p><b>Artist in residency</b></p> <p><b>A. Native American Hopi, Navajo</b> <b>B. Kachinas, Drums, Humingbirds</b></p>	<p><b>Paper</b></p> <p><b>A. Paper Baskets and Flowers</b></p>	<p><b>Jewelry, Mercado, Watercolor Pencils</b></p> <p><b>A. Small Hand Motor Skills, Patterns and Jewelry Basics</b></p>

Curriculum Map - Semester Two Subject: PHYSICAL EDUCATION				Grade Level THIRD GRADE
January	February	March	April	May
<b>Kickball</b>  <b>A. Individual/Partner Skills</b> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Catching</li> <li>• Throwing</li> <li>• Pitching</li> <li>• Base running</li> </ul> <b>B. Game</b> <ul style="list-style-type: none"> <li>• Coach/Pitch kickball</li> </ul>	<b>Basketball</b>  <b>A. Individual/Partner Skills</b> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Shooting</li> <li>• Lay-ups</li> <li>• Free-throws</li> <li>• Passing</li> </ul> <b>B. Competition</b> <ul style="list-style-type: none"> <li>• Games</li> <li>*Station Rotation</li> </ul>	<b>Introduction to Field Hockey</b>  <b>A. Individual/Partner Skills</b> <ul style="list-style-type: none"> <li>• Stick handling</li> <li>• Shooting</li> <li>• Passing</li> <li>• Goalie play</li> </ul> <b>B. Games</b> <ul style="list-style-type: none"> <li>• Line hockey</li> <li>• Full field hockey</li> </ul>	<b>Presidential Fitness Testing</b>  <b>A. Individual Physical Challenges</b> <ul style="list-style-type: none"> <li>• Sit-ups</li> <li>• Shuttle run</li> <li>• V-Sit/Reach</li> <li>• Push-ups</li> <li>• Pull-ups</li> </ul>	<b>Introduction to Volleyball</b>  <b>A. Individual/Partner Skills</b> <ul style="list-style-type: none"> <li>• Court awareness</li> <li>• Catching</li> <li>• Throwing</li> <li>• Net play</li> <li>• Bumping</li> <li>• Serving</li> <li>• Rotation</li> </ul> <b>B. Game</b> <ul style="list-style-type: none"> <li>• Prisoner</li> </ul>