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| **Quarterly Theme: How do our choices influence the future?**  **Third Grade Essential Question: How did the geography of the James River Watershed shape our culture?** | | |
| **Standards of Learning:** | | |
| **ENVIRONMENT** | **Standard 1:**  **Ecological, Social, and Economic Systems**  Students develop knowledge of the interconnections  and interdependency of ecological, social, and  economic systems. They demonstrate understanding of  how the health of these systems determines the  sustainability of natural and human communities at  local, regional, national, and global levels. | **Related Integrated Activities:**  **Project Wet:**  *“Branching Out”*   * *TSW predict where water will flow in watersheds.* * *TSW describe drainage patterns in watersheds.*   *“Capture, Store and Release”*   * *TSW recognize that ground water, surface water and precipitation can contribute water to wetlands.* * *TSW describe how wetlands capture, store and release water.*   *“A-Maze-ing Water”*   * *TSW describe urban forms of pollution.* * *TSW provide reasons why people should monitor. what they put on their lawns or in streets.* * *TSW identify ways to treat urban runoff.*   **Va. DOE Science Enhanced Scope & Sequence:**   * 3.9c“A-Reservoiring” We Will Go * 3.9c “Aquatic Water” * 3.9a,b “Around and Around It Goes” * 3.9d “ Every Drop Count” * 3.9d “Pollution Perils”   Make an informational video of the James River watershed.  Plant a class tree that is native to the environment. |
| **Standard 2:**  **The Natural and Built Environment**  Students engage in inquiry and systems thinking and  use information gained through learning experiences  in, about, and for the environment to understand the  structure, components, and processes of natural and  human-built environments. |
| **Standard 3:**  **Sustainability and Civic Responsibility**  Students develop and apply the knowledge,  perspective, vision, skills, and habits of mind necessary  to make personal and collective decisions and take  actions that promote sustainability. |

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| **Quarterly Theme:** How do our choices influence the future?  **Third Grade Essential Question:** How did the geography of the James River Watershed shape our culture? | | |
| **Standards of Learning:** | | |
| **SCIENCE** | **3.1** The student will demonstrate an understanding of scientific  reasoning, logic, and the nature of science by planning and  conducting investigations in which  a) observations are made and are repeated to ensure  accuracy;  b) predictions are formulated using a variety of sources of  information;  c) objects with similar characteristics or properties are  classified into at least two sets and two subsets;  d) natural events are sequenced chronologically;  e) length, volume, mass, and temperature are estimated  and measured in metric and standard English units using  proper tools and techniques;  f) time is measured to the nearest minute using proper  tools and techniques;  g) questions are developed to formulate hypotheses;  h) data are gathered, charted, graphed, and analyzed;  i) unexpected or unusual quantitative data are recognized;  j) inferences are made and conclusions are drawn;  k) data are communicated;  l) models are designed and built; and  m) current applications are used to reinforce science  concepts  **3.7** The student will investigate and understand the major components  of soil, its origin, and its importance to plants and animals including humans. Key concepts include  a) soil provides the support and nutrients necessary for  plant growth;  b) topsoil is a natural product of subsoil and bedrock;  c) rock, clay, silt, sand, and humus are components of  soils; and  d) soil is a natural resource and should be conserved. | *PLT 70: “Soil Stories”*   * TSW explore differences in soil types and what those differences mean to people and to plants.   *PLT 79: “TreeLifecycle”*   * TSW discover that trees have a lifecycle that is similar to that of other living things. * TSW investigate a tree’s role in the ecosystem at each stage of its life.   *Project Wet: “Imagine!”*   * TSW identify changes in states of water that enable water to move through the water cycle. * TSW describe the water cycle.   *VA DOE Science Enhanced Scope & Sequence*  “Digging In”   * TSW analyze and describe the different components of soil; * TSW comprehend the key terminology related to soil; * TSW see, interpret, and illustrate the major soil layers. |
| **Quarterly Theme:** How do our choices influence the future?  **Third Grade Essential Question:** How did the geography of the James River Watershed shape our culture? | | |
| **Standards of Learning:** | | |
| **SCIENCE cont.** | **3.8** The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include  a) patterns of natural events such as day and night,  seasonal changes, simple phases of the moon, and tides;  b) animal life cycles  **3.9** The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include  a) there are many sources of water on Earth;  b) the energy from the sun drives the water cycle;  c) the water cycle involves several processes;  d) water is essential for living things | **Related Integrated Objectives:**  The student will:   * Determine the relationship between choices made today and the future.      * Make decisions that support sustaining the environment. * Determine how choices impact the natural cycles of living things. |

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| **Quarterly Theme:** How do our choices influence the future?  **Third Grade Essential Question:** How did the geography of the James River Watershed shape our culture? | | |
| **Standards of Learning:** | | |
| **SOCIAL STUDIES** | **3.1** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of  architecture, government (direct and representative democracy), and sports.  **3.3** The student will study the exploration of the Americas by  a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher  Newport;  b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels  on American Indians**.**  **3.5** The student will develop map skills by  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan  Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport  (Jamestown, Virginia);  e) locating specific place  **3.10** The student will recognize the importance of government in the community, Virginia, and the United States of America by  a) explaining the purpose of rules and laws;  b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been  broken;  c) explaining that government protects the rights and property of individuals.s, using a simple letter-number grid system.  **3.12** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by  the basic principles of a republican form of government and respect for individual rights and freedoms. | **Related Integrated Objectives:**   * Use blank maps to locate each sponsoring European country and draw the exploration route of each explorer. * Compare and contrast two different explorers’ motivations and successes using a Venn Diagram. * Create a graphic organizer of the different explorers. * Investigate the impact of Earth’s cycles on the explorers’ voyages. * Determine how the choices made in the past impact the future. * Investigate the impact our choice today has on the James River Watershed. * Explain how the contributions of the ancient civilizations impact our present. * Recognize the historical contributions to government. |

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| **Standards of Learning:** | | |
| **READING** | **3.1** The student will use effective communication skills in group activities.  a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.  b) Ask and respond to questions from teachers and other group members.  c) Explain what has been learned.  **3.2** The student will present brief oral reports using visual media.  a) Speak clearly.  b) Use appropriate volume and pitch.  c) Speak at an understandable rate.  d) Organize ideas sequentially or around major points of information.  e) Use contextually appropriate language and specific vocabulary to communicate ideas.  **3.3** The student will apply word-analysis skills when reading.  a) Use knowledge of regular and irregular vowel patterns.  b) Decode regular multisyllabic words.  **3.4** The student will expand vocabulary when reading.  a) Use knowledge of homophones.  b) Use knowledge of roots, affixes, synonyms, and antonyms.  c) Apply meaning clues, language structure, and phonetic strategies.  d) Use context to clarify meaning of unfamiliar words.  e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.  f) Use vocabulary from other content areas. | **Anchor Text Bibliography:**  Novel Study: (suggested)  “Class Clown” by [Johanna Hurwitz](http://www.goodreads.com/author/show/3730.Johanna_Hurwitz)  “Love Your World : How to Take Care of the  Plants, the Animals, and the Planet” by Dawn Sirett  “The Adventures of a Plastic Bottle: A Story about Recycling” by Alison Inches and Pete Whitehead  “The Lorax” by Dr.Seuss  “Just a Dream” by Chris Van Allsburg |
| **READING Continued** | **3.5** The student will read and demonstrate comprehension of fictional text and poetry.  a) Set a purpose for reading.  b) Make connections between previous experiences and reading selections.  c) Make, confirm, or revise predictions.  d) Compare and contrast settings, characters, and events.  e) Identify the author’s purpose.  f) Ask and answer questions about what is read.  g) Draw conclusions about text.  h) Identify the problem and solution.  i) Identify the main idea.  j) Identify supporting details.  k) Use reading strategies to monitor comprehension throughout the reading process.  l) Differentiate between fiction and nonfiction.  m) Read with fluency and accuracy.  **3.6** The student will continue to read and demonstrate  comprehension of nonfiction texts.  a) Identify the author’s purpose.  b) Use prior and background knowledge as context for new learning.  c) Preview and use text features.  j) Use reading strategies to monitor comprehension throughout the reading process.  k) Identify new information gained from reading.  l) Read with fluency and accuracy.  **3.7** The student will demonstrate comprehension of information from a variety of print and electronic resources.  a) Use encyclopedias and other reference books, including online reference materials.  b) Use table of contents, indices, and charts. |  |
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| **Standards of Learning:** | | |
| **WRITING** | **3.8** The student will write legibly in cursive.  **3.9** The student will write for a variety of purposes.  a) Identify the intended audience.  b) Use a variety of prewriting strategies.  c) Write a clear topic sentence focusing on the main idea.  d) Write a paragraph on the same topic.  e) Use strategies for organization of information and elaboration according to the type of writing.  g) Revise writing for clarity of content using specific vocabulary and information.  **3.10** The student will edit writing for correct grammar, capitalization, punctuation, and spelling.  a) Use complete sentences.  b) Use transition words to vary sentence structure.  e) Use singular possessives.  h) Use apostrophes in contractions with pronouns and in possessives.  j) Use correct spelling for frequently used sight words, including irregular plurals.  **3.11** The student will write a short report.  a) Construct questions about the topic.  b) Identify appropriate resources.  c) Collect and organize information about the topic into a short report.  d) Understand the difference between plagiarism and using own words. | **Related Inquiry Unit Texts:**  “The Discovery of the Americas” by Betsy Maestro  **Related Integrated Activities:**  The student will:   * Write pen pal letters describing their environment and the choices they are making to protect the environment. * Create a research report on a specific explorer. * Write a chapter book about the European explorers. Each chapter will highlight the life of one explorer. * Write rules and laws for their imaginary community. |

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| **MATHEMATICS** | **3.9** The student will estimate and use U.S. Customary and metric  units to measure  a) length to the nearest 1/2  -inch, inch, foot, yard, centimeter,  and meter;  b) liquid volume in cups, pints, quarts, gallons, and liters;  c) weight/mass in ounces, pounds, grams, and kilograms; and  d) area and perimeter.  **3.12** The student will identify equivalent periods of time,  including relationships among days, months, and years, as  well as minutes and hours.  **3.17** The student will  a) collect and organize data, using observations,  measurements, surveys, or experiments;  b) construct a line plot, a picture graph, or a bar graph to  represent the data; and  c) read and interpret the data represented in line plots, bar  graphs, and picture graphs and write a sentence analyzing  the data. | **Related Integrated Activities:**  The student will:   * Organize data collected during experiment in charts and tables. * Use measurement skill to collect data on their environment. * Measure the amount of water evaporated in a cup water and compare it to the water cycle. * Measure the area and perimeter of the third grade garden * Identify equivalent time periods in relation to earth cycle *(i.e. days in month, year).* |

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| **Standards of Learning:** | | | | | |
| **ART** | | 3.3 The student will develop art ideas from a variety of sources, including print, non-print, and technology.  3.10 The student will produce a work of art that communicates  feelings.  3.11 The student will create a work of art in clay, using the coil-building process. | | **Related Integrated Objectives:**   * TSW communicate feelings about human interaction with the environment in the form of visual art. * TSW use clay to create a model that displays learning.   **Related Integrated Activities:**  The students will:   * Design a stamp or postcard featuring an explorer. * Create a collage that expresses feelings about human interaction with the environment. * Draw and label a map of Reedy Creek/ Forest Hill Park. * Use clay to create models of the phases of the moon. | |
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| **Standards of Learning:** | | | | |
| **MUSIC** | 3.1 The student will sing a repertoire of songs in tune with a clear tone quality.  1. Sing melodies within the range of an octave.  2. Perform in a two-part music ensemble.  3. Accompany singing with rhythm and/or melody instruments.  4. Use music terminology to interpret a music selection.  3.4 The student will respond to music with movement.  1. Perform line and circle dances.  2. Perform dances and games from various cultures.  3. Dramatize songs, stories, and poems.  4. Perform choreographed and non-choreographed movements.  3.7 The student will create music through a variety of experiences.  1. Create accompaniments and ostinatos for songs and chants.  2. Create movement to illustrate meter and form.  3. Create lyrics to familiar melodies.  4. Create new verses to songs. | | **Related Integrated Objectives:**  The student will:   * Explore music genres from diverse cultures. * Create lyrics about cycles in nature. * Sing various songs.   **Related Integrated Activities:**  The student will:   * Sing the Explorers’ Songs (*Va DOE Enhanced Scope and Sequence).* * Listen to compare music from the ancient civilizations. | |

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| **HEALTH & PE** | 3.5 The student will explain that customs and traditions may impact community health decisions. Key  concepts/skills include  a) dietary customs and practices;  b) recreational activities;  c) celebrations and traditions.    3.2 The student will use decision-making skills to promote health and personal wellness. Key  concepts/skills include  a) goal setting for personal health;  b) the process of resolving conflicts peacefully;  c) strategies for solving problems related to health.  3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on  personal health. Key concepts/skills include  a) improper use of medicines;  b) the use of refusal skills to counter negative influences;  c) the effects of nicotine, alcohol, and other drugs on body systems;  d) the use of common household items as inhalants;  e) the effects of mind-altering drugs on behavior. | **Related Integrated Objectives:**  The student will:   * Recognize how food choices impact health. * Compare dietary customs of various diverse cultures. * Determine the importance of salt to the people of the ancient empire of Mali.   **Related Integrated Activities:**  The students will:   * Create a week long menu that reflects healthy choices. * Make fitness goals and work toward completion. * Create posters about the impact of drugs,alcohol, tobacco and harmful substances on personal health. |

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| **INSTRUCTIONAL ELEMENTS** | | | |
| **Key Vocabulary** | **Instructional Strategies** | **Instructional Materials** | **Technology** |
| Science  conservation disease erosion fire  flood interdependency  naturalevents survival  resource renewal  adult  axis  cycle  first quarter  full moon  gravity  life cycle  moon phases  nature  new moon organism pattern revolve rotate seasons  seed sequence tide tilt  Social Science  explorer America European Jamestown Spain France  ChristopherColumbus ChristopherNewport Juan Ponce de Leon  Jacques Cartier | * Integrating content into * Language Arts activities * Author/Illustrator studies * Literature Circles * Experiential learning (project-based) * Direct instruction * Small Group * Reflective discussions * Comparing/contrasting * Peer partner editing * Inquiry based learning | * *Virginia Naturally: Linking Virginians to the Environment.* http://www.vanaturally.com/. (Offers   environmental resources for teachers) | * http://www.epa.gov/recyclecity/mainmap.htm * United Streaming * Brain Pop * [www.solpass.org](http://www.solpass.org) * [www.readinga-z.com](http://www.readinga-z.com) * *.* <http://www.projectwild.org/> * <http://www.rockingham.k12.va.us/resources/elementary/> * http://geographyworldonline.com/mapgames.html   Fieldtrips   * Jamestown Settlement * Lewis Ginter Botanical Gardens * Tredegar Ironworks “River Walks” tour |

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| **INQUIRY PROJECT & CULMINATING ACTIVITY** |
| **Goal:**  The third grade classes will work together to research How the geography of the James River Watershed shaped our culture. Then plan and execute a 3-D or life like model of an Earth cycle studied in class.  **Elements:**   1. The students will choose an Earth cycle from those discussed in class to create a 3-D/life like model or presentation. The cycles include: water, phases of the moon, tides, and the life cycles of a plant, frog, or butterfly. 2. The students will research and gather information on each stage of the Earth cycles studied in class. 3. The students will collect materials to represent each phase of the cycle they choose which will be used as part of their model. 4. The students will correctly sequence each stage of the cycle they are representing and present their model to the class and display for school viewing. 5. Students will provide a written presentation to assist with their explanation of the Earth cycle. 6. Students will identify how the cycle affects the James River watershed in their written presentation.   **Pacing:**  This project will be executed in 9 weeks. In- class work will be completed during the inquiry block. Component pieces may be executed as home-based projects at the discretion of the classroom teacher.  **Evaluation and Assessment:**  Component pieces will be evaluated with assignment specific, standards related rubric. Scores for each standard will be entered into Kickboard and averaged as part of the quarterly student mastery grade. An SOL-aligned teacher-created rubric will assess the culminating activity. |

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| **ENVIRONMENT** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **Standard 1:**  **Ecological, Social, and Economic Systems**  Students develop knowledge of the interconnections  and interdependency of ecological, social, and  economic systems. They demonstrate understanding of how the health of these systems determines the  sustainability of natural and human communities at  local, regional, national, and global levels.  **Standard 2:**  **The Natural and Built Environment**  Students engage in inquiry and systems thinking and  use information gained through learning experiences  in, about, and for the environment to understand the structure, components, and processes of natural and  human-built environments.  **Standard 3:**  **Sustainability and Civic Responsibility**  Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. | * People have to make choices between wants and needs * Economic systems are influenced by laws, values and customs * Geography, natural resources, climate and available labor contribute to the sustanability of the economy in Virginia * Technology and ideas affect the way people lived and changed their values, beliefs, and attitudes in the past. | * TSW explore differences in soil types and what those differences mean to people and to plants * TSW predict where water will flow in watersheds. * TSW describe drainage patterns in watersheds. * TSW describe urban forms of pollution. * TSW provide reasons why people should monitor what they put on their lawns or in streets. * TSW identify ways to treat urban runoff. * TSW recognize that ground water, surface water and precipitation can contribute water to wetlands. * TSW describe how wetlands capture, store and release water. | * How does choice made by people impact the environment? * What impact do drainage patterns have on the watershed? * How is the Reedy Creek related to the James River? * What larger bodies of water are affected by the James River? * What role does the government play in the sustainability of the environment? * How do choices made today impact the future? |

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| **SCIENCE** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| 3.1 The student will plan and conduct investigations in which  a.) predictions and observations are made;  b.) objects with similar characteristics are classified into at least two sets and two subsets;  c.) questions are developed to formulate hypotheses;  j.) inferences are made and conclusions are drawn;  **3.7 The student will investigate and understand the major components**  **of soil, its origin, and its importance to plants and animals including humans. Key concepts include:**  a) soil provides the support and nutrients necessary for  plant growth;  b) topsoil is a natural product of subsoil and bedrock;  c) rock, clay, silt, sand, and humus are components of  soils; and  d) soil is a natural resource and should be conserved.  **Standard 3.8**  **The student will investigate and understand basic patterns and cycles occurring in nature.**  Key concepts include:   1. patterns of natural events (day and night, seasonal changes, phases of the moon, and tides); and 2. animal and plant life cycle   **Standard 3.9**  **The student will investigate and understand the water cycle and its relationship to life on Earth.**  Key concepts include  a) the energy from the sun drives the water cycle;  b) processes involved in the water cycle (evaporation, condensation, precipitation);  c) water is essential for living things; and  d) water supply and water conservation. | * Complete observations are made using all of the senses. Simple instruments can help extend the senses. * Predictions are statements of what is expected to happen in the future based on past experiences and observations. * It is sometimes useful to organize objects according to similarities and differences. By organizing objects in sets and subsets, it may be easier to determine a specific type of characteristic. * An inference is a conclusion based on evidence. * A cycle is a repeated pattern. A sequence is a series of events that occur in a natural order. * Soil is important because many plants grow in soil, and it provides support and nutrients for the plants. * Over many years, weather, water, and living organisms help break down rocks and create soil (weathering). * Nutrients are materials that plants and animals need to live and grow. * Rock, clay, silt, sand, and humus are components of soil. * Topsoil is the upper soil surface and a natural product of subsoil and bedrock. Topsoil is best for plant growth. * Subsoil and bedrock are layers of soil under the topsoil that are formed over a long period of time by the action of water.   Subsoil and bedrock are not as good for growing plants as is topsoil.   * Humus is decayed matter in soil. It adds nutrients to the soil. It is located in the topsoil. * Clay contains tiny particles of soil that hold water well and provides nutrients. * Sand is made up of small grains of worn-down rock, has few nutrients, and does not hold water well. * Silt is made up of very small broken pieces of rock. Its particles are larger than clay and smaller than sand. * Since soil takes a long time to form, it should be conserved, not wasted. * The pattern of day and night is caused by the rotation of the Earth. One complete rotation occurs every 24 hours. The part of the Earth toward the sun has daylight while the part of the Earth away from the sun has night. * The pattern of seasonal changes takes place because the Earth’s axis is tilted toward or away from the sun during its revolution around the sun. The Earth takes 365 days, or one year, to make one revolution. * The cycle of phases of the moon occurs as the moon makes one revolution around the Earth. The shapes we see follow a pattern. * The tides follow a pattern of two high and two low tides every 24 hours. This pattern is caused for the most part by the gravitational attraction between the Earth and the moon. * Plants and animals undergo life cycles. For example, frogs begin as eggs in water. The eggs grow into tadpoles, the tadpoles eventually become frogs, and the adult frogs lay eggs to start the life cycle over again. In the plant life cycle, a seed grows into a new plant that forms seeds. Then the new seeds repeat the life cycle. * The water cycle is the movement of water from the ground to the air and back to the ground by evaporation, condensation, and precipitation. The energy that drives this cycle comes from the sun. * During the water cycle, liquid water is heated and changed to a gas (evaporation). The gas is cooled and changed back to a liquid (condensation). A liquid or a solid falls to the ground as precipitation. * Our water supply on Earth is limited. Pollution reduces the amount of usable water; therefore, the supply should be conserved carefully. * To understand how the moon phases and tides would affect the travel of explorers due to the positioning of the moon and high and low tides | * Make and communicate careful observations. * Classify objects into at least two major sets and subsets based on similar characteristics, such as predator/prey and herbivore, carnivore, and omnivore * Develop hypotheses from simple questions. These questions should be related to the concepts in the third grade standards. Hypotheses should be stated in terms such as: “If an object is cut into smaller pieces, then the physical properties of the object and its smaller pieces will remain the same.” * Analyze and describe the different components of soil, including rock fragments, clay, silt, sand, and humus. * Explain how soil forms over time. * Design an investigation to compare how different types of soil affect plant growth. This includes organizing data in tables and constructing simple graphs. * Collect, chart, and analyze data on soil conservation on the school grounds. * Evaluate the importance of soil to people. * Describe how soil can be conserved * Make and communicate predictions about the outcomes of investigations. * Explain how some events in nature occur in a pattern or cycle, such as the seasons, day and night, phases of the moon, tides, and life cycles. * Recognize that the relationships that exist between and among the Earth, sun, and moon result in day and night, seasonal changes, phases of the moon, and the tides. * Model and describe how the Earth’s rotation causes day and night. * Model and describe how the sun’s rays strike the Earth to cause seasons. * Observe, chart, and illustrate phases of the moon, and describe the changing pattern of the moon as it revolves around the Earth. * Analyze data from simple tide tables to determine a pattern of high and low tides. * Explain the pattern of growth and change that organisms, such as the butterfly and frog, undergo during their life cycle. * Identify the sun as the origin of energy that drives the water cycle. * Describe the processes of evaporation, condensation, and precipitation as they relate to the water cycle. * Construct and interpret a model of the water cycle. * Identify major water sources for a community, including rivers, reservoirs, and wells. Describe the major water sources for the local community. * Explain methods of water conservation in the home and school. * Analyze possible sources of water pollution in their neighborhoods, at school, and in the local community. This includes runoff from over-fertilized lawns and fields, oil from parking lots, eroding soil, and animal waste. * Appraise the importance of water to people and to other living things. * Realize living things get water from the environment in different ways. | * What impact do the Earth’s cycles have on the of future? * What impact do human choices have on the environment? * How is the earth’s water affected by the choices of human beings? * What water conservation practices impact the future? * Why is it important to conserve soil? * How do people, plants and animals benefit from soil? * How do people act in harmful ways to soil? |

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| **SOCIAL STUDIES** | | | | | | |
| **Driving Objectives:** | **Essential Understanding:** | | **Essential Skills:** | | **Essential Questions:** | |
| **3.1** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.  **3.3)** locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);  **3.5** The student will develop map skills by  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan  Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport  (Jamestown, Virginia);  e) locating specific place | * The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports. * The ancient Greeks and Romans have influenced the lives of people today * The first explorers had different motivations, had different sponsors, and met different successes * Due to European explorations, American Indians experienced changes to their cultures and environment. * There are seven continents and five oceans located in the world. * The equator and the prime meridian divide the globe into four hemispheres. * The four hemispheres are Northern, Southern, Eastern, and Western. * A simple letter-number grid system on maps is used to locate places | | * The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be located on a world map. * Locate places on a grid system. * Identify and locate continents,   oceans, and major features on  maps and globes.   * Draw maps of familiar areas. * Locate places on a grid system. * Identify and locate continents, oceans, and major features on maps and globes. | | * What styles in architecture used today came from ancient Greece and Rome? * What principles of government from ancient Greece and Rome are parts of our government? * What sporting events today came from ancient Greece? * What is the location of each ocean and which ocean did each explorer cross during their journey? * How would the position of the oceans affect the travel plans of early explorers? * How did explorers determine the best time of year for travel? * Who were some of the important European explorers from Spain, England, and France? * What were the different motivations of these early European explorers? * What were the successes of these early European explorers? * What were the effects of European explorations on American Indians? | |
| **3.10** The student will recognize the importance of government in the community, Virginia, and the United States of America by  a) explaining the purpose of rules and laws;  b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been  broken;  c) explaining that government protects the rights and property of individuals.s, using a simple letter-number grid system.  **3.12** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by  the basic principles of a republican form of government and respect for individual rights and freedoms. | * Governments protect the rights and property of individuals. * Governments exist at the local (community), state (Virginia), and national (United States) levels. * The American people come from diverse ethnic and national origins and are united as Americans by basic American principles. * Being an American is defined by the shared basic principles of the republican form of government. | | * Compare and contrast differing sets of ideas, values, personalities, behaviors, and   institutions.   * Explain cause and effect   relationships   * Differentiate between points of view by self and others. * Participate in groups and democratic society. * Make generalizations about data | | * Where are the seven continents and the five oceans located on a world map? * What imaginary lines are used to define hemispheres? * What are the names of the four hemispheres? * On which continents are England, Spain, France, and the United States located? * Where are the countries of England, Spain, and France located on a world map? * Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Québec, Canada; and Jamestown, Virginia, located on a map? * How is a simple letter-number grid system used to locate places on maps? * What is government? * What are the basic purposes of government? * Why is government necessary? * What unites the people of the United States? * What are some benefits of diversity in the United States? | |
| **Math** | | | | | | | |
| **Driving Objectives:** | | **Essential Understanding:** | | **Essential Skills:** | | **Essential Questions:** | |
| **3.9** The student will estimate and use U.S. Customary and metric  units to measure  a) length to the nearest 1/2  -inch, inch, foot, yard, centimeter,  and meter;  b) liquid volume in cups, pints, quarts, gallons, and liters;  c) weight/mass in ounces, pounds, grams, and kilograms; and  d) area and perimeter.  **3.12** The student will identify equivalent periods of time,  including relationships among days, months, and years, as  well as minutes and hours.  **3.17** The student will  a) collect and organize data, using observations,  measurements, surveys, or experiments;  b) construct a line plot, a picture graph, or a bar graph to represent the data; and  c) read and interpret the data represented in line plots, bar  graphs, and picture graphs and write a sentence analyzing the data. | | * Understand the relationship that exists among periods of time, using calendars and clocks. * Understand how data can be collected and organized. * Understand that data can be displayed in different types of graphs depending on the data. * Understand how to construct a line plot, picture graph, or bar graph. * Understand that data sets can be interpreted and analyzed to draw conclusions. * Understand how to estimate measures of length, liquid volume, weight/mass, area and perimeter. * Understand how to determine the actual measure of length, liquid volume, weight/mass, area and perimeter. * Understand that perimeter is a measure of the distance around a polygon. * Understand that area is a measure of square units needed to cover a surface. | | * Construct a line plot with no more than 30 data points. * Read, interpret and analyze information from line plots by writing at least one statement. * Label each axis on a bar graph and give the bar graph a title. * Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10. * Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes). * Analyze and interpret information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one | | * What is the perimeter of the third grade garden? * How many days are in one year? * How many minutes are in an hour? * How long does it take the earth to revolve around the sun? * How far apart should seeds be planted for maximun growth? * How do days relate to months, years? * What are the parts of a graphs? * How can tables, charts and graphs be used to convey data? | |

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| **Reading** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.1 The student will use effective communication skills in group activities.**  a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.  b) Ask and respond to questions from teachers and other group members.  c) Explain what has been learned.  **3.2 The student will present brief oral reports.**  a) Speak clearly.  b) Use appropriate volume and pitch.  c) Speak at an understandable rate.  d) Organize ideas sequentially or around major points of information.  e) Use grammatically correct language and specific vocabulary to communicate ideas.  **3.3 The student will apply word-analysis skills when reading.**  a) Use knowledge of regular and irregular vowel patterns.  b) Decode regular multisyllabic words.  **3.4 The student will expand vocabulary when reading.**  a) Use knowledge of homophones.  b) Use knowledge of roots, affixes, synonyms, and antonyms.  c) Apply meaning clues, language structure, and phonetic strategies.  d) Use context to clarify meaning of unfamiliar words.  e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.  f) Use vocabulary from other content areas.  **3.5 The student will read and demonstrate comprehension of fictional text and poetry.**  a) Set a purpose for reading.  b) Make connections between previous experiences and reading selections.  c) Make, confirm, or revise predictions.  d) Compare and contrast settings, characters, and events.  e) Identify the author’s purpose.  f) Ask and answer questions about what is read.  g) Draw conclusions about text.  h) Identify the problem and solution.  i) Identify the main idea.  j) Identify supporting details.  k) Use reading strategies to monitor comprehension throughout the reading process.  l) Differentiate between fiction and nonfiction.  m) Read with fluency and accuracy.  **3.6 The student will continue to read and demonstrate**  **comprehension of nonfiction texts.**  a) Identify the author’s purpose.  b) Use prior and background knowledge as context for new learning.  c) Preview and use text features.  j) Use reading strategies to monitor comprehension throughout the reading process.  k) Identify new information gained from reading.  l) Read with fluency and accuracy.  **3.7 The student will demonstrate comprehension of information from a variety** **of print resources.**  a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.  b) Use available technology. | * participate effectively in group activities by taking turns in conversations and moving group discussions forward * cluster or sequence information on a topic when presenting an oral report * speak clearly at an understandable rate and volume. * understand ways to select the best resource for gathering information on a given topic. | * Engage in taking turns in conversations by * Make certain all group members have an opportunity to contribute * Listen attentively by making eye contact while facing the speaker * Elicit information or opinions from others * Support opinions with appropriate ideas, examples, and details * Indicate disagreement in a constructive manner * Take initiative in moving a group discussion forward by * Contribute information that is on topic * Answer questions * Ask clarifying questions of the speaker * Summarize the conclusions reached in the discussion * Explain what has been learned. * Deliver oral presentations in an engaging manner that maintains audience interest by * presenting information with expression and confidence * varying tone, pitch, and volume to convey meaning * using grammatically correct language * speaking at an understandable rate * using specific vocabulary appropriate for the audience and the topic * Stay on topic during presentations * Organize ideas sequentially or around major points of information * Answer questions from the audience * Evaluate their own presentations, using class-designed criteria * Make decisions about which resource is best for locating a given type of information * Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials * Retrieve information from electronic sources * Use the Internet to find information on a given topic * Use a printer to create hard copies of information retrieved from electronic sources. | * In what ways can you effectively capture the attention of audience? * How can you make your presentation a learning experience for other students? * How can using different resources help you find and gather information on different topics? * How can ideas be organized around major points of information? * What verbal skills promote effective oral communication? * How can informative print be used to research a given topic? * How does technology impact research? |

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| **Writing** | | | |
| **Driving Objectives:** | **Essential Understanding:** | **Essential Skills:** | **Essential Questions:** |
| **3.9The student will write**  **descriptive paragraphs.**  a) Develop a plan for writing.  b) Focus on a central idea.  c) Group related ideas.  d) Include descriptive details that elaborate the central idea.  e) Revise writing for clarity.  **3.10 The student will write**  **stories, letters, simple**  **explanations, and short**  **reports across all content**  **areas.**  a) Use a variety of planning strategies.  b) Organize information according to the type of writing.  c) Identify the intended audience.  d) Revise writing for specific vocabulary and information.  e) Use available technology.  **3.11 The student will edit**  **writing for correct grammar,**  **capitalization, punctuation,**  **and spelling.**  a) Use complete and varied sentences.  b) Use the word *I* in compound subjects.  c) Use past and present verb tense.  d) Use singular possessives.  e) Use commas in a simple series.  f) Use simple abbreviations  g) Use apostrophes in contractions with pronouns.  h) Use correct spelling for high-frequency sight words, including irregular plurals**.** | * Understand how to plan and compose a descriptive paragraph. * Understand how to plan and compose stories, friendly letters, simple explanations, and short reports * Understand that grammatically correct language and mechanics contribute to the meaning of writing. | **To be successful with this standard, students are expected to**   * generate ideas and develop a plan for writing * focus on a central topic and group related ideas * select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event * use examples from their reading as models to imitate in their writing * create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence * describe events, ideas, and personal stories with accurate details and sequence * read their own writing orally to check for sentence rhythm (sentence variety) * select information that the audience will find interesting or entertaining * revise to eliminate details that do not develop the central idea * incorporate transitional (signal) words that clarify sequence, such as *first*, *next*, and *last* * apply knowledge of the writing domains of composing, written expression, and usage/mechanics. * generate ideas and plan writing by * using ideas from class brainstorming activities * making lists of information * talking to classmates about what to write * reading texts by peer and professional authors * using a cluster diagram, story map, or other graphic organizer * selecting an appropriate writing form for nonfiction writing (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry) * identify the intended audience * follow the organization of particular forms of writing for * stories – beginning, middle, and end * letters – date, greeting, body, and closing * explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing * short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing * clarify writing when revising by including specific vocabulary and information use available technology to write. * use complete sentences * use the word *I* in compound subjects * use past and present verb tenses * use singular possessives * use simple abbreviations * use correct spelling for frequently used words, including irregular plurals, e.g., *men, children* * punctuate correctly * commas in a simple series   apostrophes in contractions  with pronouns, e.g., *I’d, we’ve*. | * In what ways can you organize your facts to make your information interesting and understandable for your audience? * What are the steps in the writing process? * How can writing support communication with students in other communities? |

References

VA DOE Science Enhanced Scope & Sequence

VA DOE History/ Social Science Enhanced Scope & Sequence

VA DOE Math Enhanced Scope & Sequence

Richmond City Public Schools Learning Portal

[www.solpass.org](http://www.solpass.org)

[www.unitedstreaming.com](http://www.unitedstreaming.com)