**Stories Worth Telling Again and Again**

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</table>

**Suggested Student Objectives**

- Tell stories from personal experiences and write narratives telling those stories.
- Revise and edit narratives with the help of peers and adults.
- Determine and analyze characters’ traits motivations in realistic fiction such as The Stories Julian Tells.
- Distinguish nouns, pronouns, and verbs from each other, understanding the role of each in a sentence.
- Perform a Langston Hughes poem dramatically, with expression and appropriate phrasing for meaning.
- Compare and contrast two “grandparent” books, specifically, the characters and message of the books.
- Determine the trickster, the fool, the problem, and the solution in various cultures’ trickster tales.
- Research one of the trickster tale’s cultures, as part of responding to class-generated questions.
- Create a class book or a multi-media presentation based on the culture research.
- Discuss Paul Goble’s artistic contribution to and reflection of the Native American culture.

**Math**

- NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Social Studies**

- Geography
  - Cultures (e.g., Plains Indians and Andes Mountain tribes)
  - U.S. geography (as related to Native Americans)

**Reading Informational Text**

- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Language**

- L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**Writing**

- W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Speaking & Listening**

- SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. SL.3.1(c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**Social Studies Program of Studies & CC**

- SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.
- SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs).

**Science Program of Studies & CC**

- Structure and Transformation of Matter (Physical Science)
  - use senses to observe and describe properties of material objects (color, size, shape, texture, flexibility, magnetism)
  - use appropriate tools (e.g., balance, metric ruler, thermometer, graduated cylinder) to measure and record length, width, volume, temperature and mass of material objects and to answer questions about objects and materials
  - investigate the physical properties of water as a solid, liquid and gas
  - classify water and other matter using one or more physical properties
  - observe and predict the properties of material objects
Government

- demonstrate (e.g., speak, draw, write) an understanding of the nature of government:
- explain basic functions (to establish order, to provide security and accomplish common goals) of local government
- explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)
- investigate how the local government pays for services (by collecting taxes from people who live there)
- explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community
- investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)
- explore personal rights and responsibilities:
  - explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)
  - describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news
  - use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.
SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

- work with others to investigate questions about properties of materials, documenting and communicating observations, designs, procedures and results

SC-EP-1.1.1 Students will classify material objects by their properties providing evidence to support their classifications.
SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid or gas.
### Suggested Student Objectives

- Cite textual evidence to support an interpretation of characters’ motivations.
- Write imaginary narratives using dialogue and descriptions of actions, thoughts, and feelings.
- Explain the function of adverbs and adjectives in speech, literature, and writing.
- Compare and contrast two poems written about oysters.
- Compare and contrast two informational books about a drop of water.
- Determine the main idea and supporting details of informational text.
- Research a favorite sea animal.
- Write a short informative piece about a favorite sea animal.

### Math

- **NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
- **OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
- **OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
- **OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?*
- **OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
- **OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*
- **OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- **OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- **OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

### Social Studies

- **Geography**
  - Rivers of North America (e.g., the Mississippi River and the St. Lawrence River)
  - Exploration (e.g., Search for the Northwest Passage)
- **History**
  - Life on the prairie (e.g., related to Sarah, Plain and Tall)

### Science

- **Aquatic life** (e.g., animals, habitats, and environmental conservation)
- **Animal classification** (e.g., amphibians, reptiles, birds, and mammals)
- **Ecology** (e.g., interdependence, ecosystems, and environmental conservation)

### Foundational Skills

<table>
<thead>
<tr>
<th>Reading Informational Text</th>
<th>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</th>
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</thead>
<tbody>
<tr>
<td>Reading Literature</td>
<td>RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>Language</td>
<td>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or</td>
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</tbody>
</table>
| Writing | L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
W.3.3(b): Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| Speaking & Listening | SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  
SL.3.1(a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

<table>
<thead>
<tr>
<th>Social Studies Program of Studies &amp; CC</th>
<th>Science Program of Studies &amp; CC</th>
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<tbody>
<tr>
<td><strong>Historical Perspective</strong></td>
<td><strong>Motion and Forces (Physical Science)</strong></td>
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</tbody>
</table>
| • develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps): examine the past (of selves and the community); distinguish among past, present and future people, places, events; explain why people move and settle in different places; explore the contributions of diverse groups  
• investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song “My Country, ‘Tis of Thee,” the Fourth of July, Veterans’ Day, the Statue of Liberty) | • identify points of reference/reference objects in order to describe the position of objects  
• observe and describe (e.g., using words, pictures, graphs) the change in position over time (motion) of an object  
• make qualitative (e.g., hard, soft, fast, slow) descriptions of pushes/pulls and motion  
• use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls  
• explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)  
• observe interactions of magnets with other magnets and with other matter (e.g., magnets have a force that can make some things move without touching them; larger size of a magnet does not have to mean it has greater force) in order to make generalizations about the behavior of magnets  
• use standard units of measurement (e.g., meters, inches, seconds) during investigations to evaluate/compare results  
• ask questions about motion, magnetism and sound and use a variety of print and non-print sources to gather and synthesize information  
SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.  
SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. | SC-EP-1.2.1 Students will describe and make inferences about the interactions of magnets with other magnets and other matter (e.g., magnets can make some things move without touching them).  
SC-EP-1.2.2 Students will describe the change in position over time (motion) of an object.  
SC-EP-1.2.3 Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls. |


### Suggested Student Objectives

- Define and apply words such as “creative” and “inventive” to describe artists, musicians, and inventors in the early twentieth century.
- Work with base words to create new words by adding prefixes and suffixes.
- Ask and answer questions about a fiction book related to being an artist.
- Read biographies of artists, musicians, and inventors.
- Take simple research notes while reading those biographies.
- Design and create five slides for a Power Point presentation on an inventor.
- Learn about conjunctions and use them to create simple, compound, and complex sentences related to inventors.
- Write an opinion piece based on the three key words in this unit: creative, inventive, and notable.
- Record themselves reading a poem.
- Create an accompanying illustration that captures the poem’s meaning and display on a class web page.

### Math

| OA.6 | Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. |
| OA.8 | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| OA.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |
| MD.2 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |

### Social Studies

- **History**
  - Inventors (e.g., Thomas Edison and Alexander Graham Bell; before and after the twentieth century)

### Science

- **Inventions** (e.g., the assembly line, light bulb, and telephone; flight, the Wright Brothers and Amelia Earhart)
- **Light/optics** (e.g., light, reflection, and lenses)
- **Sound** (e.g., sound waves, the human voice, and the human ear)
- **Vision/hearing** (i.e., how they work in the human body)

### Foundational Skills

- **Reading Informational Text**
  - RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **Reading Literature**
  - RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **Language**
  - L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.3.1(h): Use coordinating and subordinating conjunctions.
  - L.3.1(i): Produce simple, compound, and complex sentences.

- **Writing**
  - W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **Speaking & Listening**
  - SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
  - SL.3.1(a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### Social Studies Program of Studies & CC

- **Economics**
  - develop an understanding of the nature of limited resources and scarcity: investigate and give examples of resources; explain why people cannot have all the goods and services they want; solve economic problems

### Science Program of Studies & CC

- **Energy Transformations (Unifying Concepts)**
  - identify examples and sources of energy
  - create or interpret sketches, diagrams, 3-dimensional constructions and concept maps as models that can be used to represent things that can be seen, cannot be
related to prioritizing resources, saving, loaning and spending money; explore differences between limited natural resources and limited human resources
• investigate banks in the community and explain how they help people (e.g., loan money, save money)
• compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)
• describe and give examples of production, distribution and consumption of goods and services in the community

SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).

seen, or cannot be seen easily or in their entirety
• demonstrate open and closed circuits using batteries, bulbs and wires and analyze models of basic electrical circuits in order to determine whether a simple circuit is open or closed
• explore a variety of models (e.g., food chains, webs, circuit diagrams) to infer whether the representation is complete or only part of the actual event/object

SC-EP-4.6.2 Students will describe evidence of the sun providing light and heat to the Earth.

SC-EP-4.6.3 Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed.
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<td>The People, The Preamble, and the Presidents</td>
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<td>Week 19</td>
<td>Week 20</td>
<td>Week 21</td>
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<tr>
<td>Suggested Student Objectives</td>
<td>MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</td>
<td>MD.4 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.</td>
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<td>Geography</td>
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<td>History</td>
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### Social Studies Program of Studies & CC

**Cultures and Societies**
- develop an understanding of the nature of culture:
- explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
- investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)
- investigate social institutions (e.g., schools) in the community
- describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups
- describe and give examples of conflicts and conflict resolution strategies

**Science Program of Studies & CC**

**Interdependence (Unifying Concepts)**
- identify the characteristics of an ecosystem
- observe, document and explain how organisms depend on their environments
- describe and explain how the environment can be affected by the organisms living there
- describe how changes in an environment might affect plants’ and animals’ ability to survive
- ask questions that can be explored using a variety of appropriate print and non-print resources (e.g., why certain plants cannot survive in a particular area; why some animals are endangered or extinct; why some areas are ‘protected’)

**Cultures and Societies**

SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).

SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.

### The Earth and the Universe (Earth/Space Science)

- observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)
- use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)

**Science Program of Studies & CC**

SC-EP-2.3.2 Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.
## Boone County Schools Curriculum Map

### Third Grade Unit 5 (Weeks 25-30)

**A Feast of Words on a Planet Called Earth and Beyond**

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<th>Week 25</th>
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<tbody>
<tr>
<td><strong>Suggested Student Objectives</strong></td>
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<tr>
<td>• Independently read stories, poems, and informational text.</td>
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<td>• Use dictionaries and thesauruses, both in print and online, to look up words and to consider varied shades of meaning.</td>
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<td>• Decode and analyze words with Latin suffixes.</td>
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<td>• Collect words from poems, both through listening to read-aloud selections and independent reading.</td>
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<td>• Comprehend poems by seeing how each stanza or line builds on its predecessor for meaning, such as in the poem “Eating While Reading” (Gary Soto).</td>
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<tr>
<td>• Listening to a read-aloud novel such as The Search for Delicious (Natalie Babbitt), note how each chapter builds on earlier sections, requiring careful reading/listening for comprehension.</td>
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<td>• Think critically about a text by listening to a read-aloud informational text such as What the World Eats (Faith D’Aluisio and Peter Menzel).</td>
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<td>• Write an opinion piece based on one’s own thinking about food legislation.</td>
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<td>• Dramatically read a poem.</td>
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<td>• Learn the meaning of idioms both within stories and in books about idioms.</td>
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<td>• Research and write a report about a planet, using the key questions (“who, where, when, why, what, and how”) to guide research.</td>
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**Math**

- MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - MD.5a 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.
  - MD.5b 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.
- MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**Social Studies**

- Geography
  - World geography (e.g., continents and countries)

**Science**

- The Solar System (i.e., the planets)
- Astronomy (e.g., the universe, galaxies, orienteering, and exploration of space)

**Foundational Skills**

- RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3(b): Decode words with common Latin suffixes.

**Reading Informational Text**

- RL.3.7: Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Reading Literature**

- RL.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Language**

- L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word.

**Writing**

- W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Speaking & Listening**

<table>
<thead>
<tr>
<th>Social Studies Program of Studies &amp; CC</th>
<th>Science Program of Studies &amp; CC</th>
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</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td><strong>Biological Change (Biological Science)</strong></td>
</tr>
<tr>
<td>• identify and explain patterns of human settlement in different places</td>
<td>• identify and describe evidence of organisms that no longer exist (fossils)</td>
</tr>
<tr>
<td>• compare ways people and animals modify the physical</td>
<td>• examine fossils/representations of fossils and make</td>
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</table>
environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)

• recognize how technology helps people move, settle, and interact in the world

SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).

**Historical Perspective**

• use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history): investigate and give examples of factual and fictional accounts of historical events; explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)

• comparisons between organisms that lived long ago and organisms of today (e.g., compare a fern to a fossil of a fern-like plant)

• make inferences about the basic environments represented by fossils found in earth materials (e.g., fossils of fish skeletons represent an aquatic environment)

• investigate and describe occurrences in the environment that illustrate change (e.g., erosion, earthquakes, weather phenomena, human intrusion)

• compare fossils, plants and animals from similar environments in different geographic locations

• describe in words, pictures and/or measurements, changes that occur quickly (e.g., puddles forming from rain, cutting hair, burning paper) and changes that occur more slowly (e.g., hair growing, water evaporating in an open container, growing in height), noting the factors that influence the change

SC-EP-3.5.1 Students will describe fossils as evidence of organisms that lived long ago, some of which may be similar to others that are alive today.

**The Earth and the Universe (Earth/Space Science)**

• use senses and scientific tools (e.g., hand lens/magnifier, metric ruler, balance, etc.) to observe, describe and classify earth materials (solid rocks, soils, water and air) using their physical properties

• explore how earth materials are used for certain things because of their properties

• observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)

• use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)

• observe the locations and real or apparent movements of the sun and the moon

• investigate evidence of interaction between the sun and the Earth (e.g., shadows, position of sun relative to horizon) to support inferences about movements in the Earth/Sun system

• communicate observations, investigations and conclusions orally and with written words, charts and diagrams

SC-EP-2.3.1 Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.

SC-EP-2.3.2 Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.

SC-EP-2.3.3 Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon).

SC-EP-2.3.4 Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement.
<table>
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| Suggested Student Objectives | M.7a 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. | **Math** 
MD.7 Relate area to the operations of multiplication and addition.  
MD.7a 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.  
MD.7b 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.  
MD.7c 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 \( a \times c \). Use area models to represent the distributive property in mathematical reasoning.  
MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.  
MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |
| Independently read books in the 2-3 stretch text range with fluency and comprehension. | **Social Studies** 
- History  
  - Ancient Greece (e.g., the Olympics and life in Ancient Greece)  
  - Ancient Rome (e.g., Roman mythology, government, and life)  
  - Vikings (e.g., Norse mythology, Norsemen, and Leif Ericson) | **Reading Informational Text** 
RI.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| Summarize and illustrate the chapters of a book such as My Father’s Dragon (Ruth Stiles Gannett and Ruth Chrisman Gannett). | **Reading Literature** 
RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.  
RL.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | **Language** |
| Create an audio recording of a dramatic reading of a chapter in a challenging chapter book. | **Writing** 
SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | **Speaking & Listening** |
| Create a multimedia presentation (e.g., a set of Power Point slides) of the recording and the illustrations for the book summaries. | **Social Studies Program of Studies & CC** 
- identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)  
- investigate the Earth’s surface using print and non-print | **Science Program of Studies & CC** 
- observe, illustrate and explain basic relationships of plants and animals in an ecosystem (e.g., use simple food chains and webs to explain how plants and animals |
sources (e.g., books, magazines, films, Internet, geographic tools):
- locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)

SS-EP-4.1.3 Students will describe how different factors (e.g., rivers, mountains) influence where human activities are located in the community

SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).

- get food/energy to live and grow
- observe and describe evidence of the sun providing light and heat to the Earth
- investigate light traveling in a straight line until striking an object by observing the shapes of the shadows that are produced
- create or interpret sketches, diagrams, 3-dimensional constructions and concept maps as models that can be used to represent things that can be seen, cannot be seen, or cannot be seen easily or in their entirety

SC-EP-4.6.1 Students will describe basic relationships of plants and animals in an ecosystem (food chains).
SC-EP-4.7.1 Students will describe the cause and effect relationships existing between organisms and their environments.

**Unity and Diversity (Biological Science)**
- describe the basic needs of organisms and explain how these survival needs can be met only in certain environments
- identify the characteristics that define a habitat
- investigate adaptations that enable animals and plants to grow, reproduce and survive (e.g., movements, body coverings, method of reproduction)
- analyze structures of plants and animals to make inferences about the types of environments for which they are suited
- use scientific tools (e.g., hand lens/magnifier, metric ruler, balance) to observe and make comparisons of organisms; and to classify organisms using one or more of their external characteristics (e.g., body coverings, body structures)
- analyze and compare a variety of plant and animal life cycles in order to uncover patterns of growth, development, reproduction and death of an organism
- ask questions that can be investigated, plan and conduct ‘fair tests,’ and communicate (e.g., write, draw, speak, multi-media) findings to others

SC-EP-3.4.1 Students will explain the basic needs of organisms.
SC-EP-3.4.3 Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.
SC-EP-3.4.4 Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism.