

GES 3rd ELA Essentials Curriculum Map

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>ELAGSE3RL1: Ask and answer questions</p>	<p>ELAGSE3RL4: Determine the meaning of words and phrases</p>	<p>ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p>	
<p>ELAGSE3RL2: Recount stories,</p>			
<p>ELAGSE3RL3: Describe characters in a story</p>	<p>ELAGSE3RI2: Determine the main idea of a text and key details</p>	<p>ELAGSE3RI9: Compare and contrast the most important points and key details</p>	
<p>ELAGSE3RL9: Compare and contrast the themes, settings, and plots</p>	<p>ELAGSE3RI7 Explain how charts, diagrams, and illustrations make sense of a text</p>		
<p>ELAGSE3RL10: read and comprehend at the high end of the grades 2-3 text complexity band</p>	<p>ELAGSE3RI10: read and comprehend informational texts, at the high end of the grades 2-3 text complexity band</p>		
<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words</p>			
<p>ELAGSE3RI5: Use text features</p>			
<p>ELAGSE3RF3: phonics and word analysis skills in decoding words.</p>			
<p>ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.</p>			

Standards are listed in the nine weeks they are introduced. They will continue to be taught and learned throughout the year.

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<p>ELAGSE3W10: Write routinely over extended time frames</p>	<p>ELAGSE3W1: Write opinion pieces</p>	<p>ELAGSE3W2: Write informative/explanatory texts</p>	
<p>ELAGSE3SL6: Speak in complete sentences</p>	<p>ELAGSE3W3: Write narratives</p>		
<p>ELAGSE3L1: conventions of Standard English grammar and usage</p>			
<p>ELAGSE3L2: conventions of Standard English capitalization, punctuation, and spelling when writing.</p>			

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GES 3rd Math Essentials Curriculum Map

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>MGSE3.NBT.1 round whole numbers to the nearest 10 or 100</p>	<p>MGSE3.G.1 shapes</p>	<p>MGSE3.NF.1 Understand a fraction as parts of a whole</p>	
<p>MGSE3.NBT.2 Fluently add and subtract within 1000</p>	<p>MGSE3.OA.1 Interpret products of whole numbers</p>	<p>MGSE 3.NF.2 Understand a fraction as a number on the number line;</p>	
	<p>MGSE3.OA.2 Interpret whole number quotients of whole numbers,</p>	<p>MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time</p>	
	<p>MGSE3.OA.3 Use multiplication and division within 100 to solve word problems</p>	<p>MGSE3.MD.4 measuring lengths.</p>	
	<p>MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide.</p>	<p>MGSE3.MD.7 Relate area to the operations of multiplication and addition.</p>	
	<p>MGSE3.OA.7 Fluently multiply and divide within 100</p>	<p>MGSE3.MD.8 perimeter</p>	
<p>Standards are listed in the nine weeks they are introduced. They will continue to be taught and learned throughout the year.</p>			

GES 3rd Science Essentials Curriculum Map

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</p> <p>a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.</p>	<p>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</p> <p>b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat</p>	<p>S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.</p> <p>c. Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. (Clarification statement: Examples could include ripples in dirt on a playground and a hole formed under gutters.)</p>	<p>S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.</p> <p>a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals</p>
			<p>S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.)</p> <p>b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.)</p>

GES 3rd Social Studies Essentials Curriculum Map

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>SS3G2: Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.</p>	<p>SS3H2: Describe European exploration in North America. H2a. Describe the reasons for and obstacles to the exploration of North America.</p>	<p>SS3H3: Explain the factors that shaped British Colonial America. a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p>	<p>SS3CG1: Describe the elements of representative democracy / republic in the United States. a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States)</p>
<p>SS3H1: Describe early American Indian cultures and their development in North America. H1a. Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast.</p>	<p>H2b. Describe the accomplishments of: John Cabot (England), Vasco Nunez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</p>	<p>H3 b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p>	<p>CG1b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).</p>
<p>H1c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature.)</p>		<p>H3c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p>	<p>CG1 c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p>
<p>H1b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p>			<p>SS3E1: Define and give examples of the four types of productive resources. a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)</p>