

Programme of Inquiry - 3rd Grade - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
HOW THE WORLD WORKS	SHARING THE PLANET	WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES	WHO WE ARE	HOW WE EXPRESS OURSELVES
8/12 - 10/11 (6 weeks)	10/16 - 11/22 (7 weeks)	12/2 - 1/31 (7 weeks)	2/3 - 3/6 (5 weeks)	3/9 - 4/3 (5 weeks)	4/13 - 5/1 (3 weeks)
Descriptor: The interconnection between the natural world and human societies.	Descriptor: Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	Descriptor: The discoveries explorations and migrations of humankind.	Descriptor: The structure and function of organizations.	Descriptor: The nature of self, beliefs, and values, personal, physical, mental, social, and spiritual health.	Descriptor: Our appreciation of the aesthetic.
<p>Content: <u>W+W (Unit 1):</u> ask and answer questions; "Mouth Volcano", "Tattling Tongue", "What If Everybody Did That?", "Land of Many Colors", Nouns, Narrative writing, Central messages, fables, informational writing, verbs, main idea/details, persuasive writing, adjectives, adverbs, text features, plural nouns, compare/contrast two texts.</p> <p><u>Math (Mod 1 & Mod 2A):</u> Review 2-digit addition/subtraction; Properties of multiplication/division; solving problems with units 2-5 and 10; time measurement and problem solving</p> <p><u>Social Studies:</u> Native American regions; NA contributions; Major rivers; mountain ranges;</p> <p><u>Science:</u> Plants/Animals adapt to the environment; similarities/differences between plants/animals/habitats in Georgia regions.</p>	<p>Content: <u>W+W (Unit 2):</u> Sequencing, transitions, informational writing, coordinating and subordinating conjunctions,</p> <p><u>Math (Mod 2 & Mod 3AB):</u> Place value and problem solving with units of measure; multiplication and division properties; multiplication and division using units of 6 & 7.</p> <p><u>Social Studies:</u> European exploration; conflict with Native Americans;</p> <p><u>Science</u> Pollution</p>	<p>Content: <u>W+W (Finish 2, start 3):</u> Point-of-View; opinion writing; literal/non-literal language; possessive nouns/pronouns; story elements; narrative writing (change ending); character; sequence of events; dialogue; reference materials; note-taking;</p> <p><u>Math (Mod 3DEF, Mod 4, Mod 5ABC):</u> multiplication and division using units 8 & 9; analysis of patterns and problem solving including units of 0 and 1; multiplication of single-digit factors and multiples of 10; multiplication models; factors; area of squares/rectangles; fraction relation to whole</p> <p><u>Science:</u> Rocks and Soil; Fossils</p> <p><u>Social Studies:</u> Colonial America and geography of colonies</p>	<p>Content: <u>W+W (Finish 3, start 4):</u> dialogue; abstract nouns; regular/irregular plural nouns; subject/verb agreement; root words; comparative/superlative adjectives; informational writing; comparative/superlative adverbs;</p> <p><u>Math (Mod 5DEF):</u> Fractions on number line; equivalent fractions; compare fractions.</p> <p><u>Social Studies:</u> 3 branches of government (national, state); government sector and taxes; rights/responsibilities.</p>	<p>Content: <u>W+W (Unit 4):</u> poetry; plays/drama; homonyms; fables/folktales; informational writing</p> <p><u>Math (Mod 6 & Mod 7ABC):</u> Construct a picture graph or bar graph; construct a scale in which each bar/picture represents more than one object; solve word problems in a scaled bar graph; measure with a ruler; determine appropriate operations from words; construct line plot; attributes of 2D figures; perimeter</p> <p><u>Social Studies:</u> Productive resources; interdependence, trade, voluntary exchange; opportunity cost (saving/spending)</p>	<p>Content: <u>W+W:</u> TBD</p> <p><u>Math (Mod 7D):</u> perimeter and area</p> <p><u>Science:</u> Heat (measurement/transfer)</p>
<p>Concepts (Related Concepts) <u>Connection</u> (interdependence) <u>Change</u> (habitat) <u>Perspective</u> (Interpretation)</p>	<p>Concepts (Related Concepts) <u>Change</u> (equations, influence) <u>Perspective</u> (settlement, process, rules) <u>Responsibility</u> (survival, resources)</p>	<p>Concepts (Related Concepts) Form (properties, community, units, shape) Change (survival, movement)</p>	<p>Concepts (Related Concepts) <u>Function</u> (organization, rights, representation) <u>Connection</u> (choice, citizenship, comparison)</p>	<p>Concepts (Related Concepts) <u>Causation</u> (interdependence, supply/ demand, data, model, representation) <u>Perspective</u> (beliefs, values, interpretation)</p>	<p>Concepts (Related Concepts) <u>Reflection</u></p>
<p>Learner Profile Thinkers Inquirers Open-Minded</p>	<p>Learner Profile Knowledgeable Inquirer Open-Minded</p>	<p>Learner Profile Risk-Taker Inquirer Balanced</p>	<p>Learner Profile Inquirer Principled Reflective</p>	<p>Learner Profile Knowledgeable Communicator</p>	<p>Learner Profile Open-Minded, Reflective</p>
<p>Central Idea Living things adapt to their environment.</p>	<p>Central Idea Consumption impacts sustainability.</p>	<p>Central Idea Exploration initiates migration.</p>	<p>Central Idea Our actions can influence societal outcomes.</p>	<p>Central Idea Personal views impact economic choices.</p>	<p>Central Idea Art communicates idea.</p>
<p>Summative Assessment <i>Native American Home</i></p>	<p>Summative Assessment The students will create a journal</p>	<p>Summative Assessment <i>Colonial America Brochure /</i></p>	<p>Summative Assessment (from 2018-2019; blank on unit template)</p>	<p>Summative Assessment Market Day (tie into International</p>	<p>Summative Assessment Students will complete an "I Am"</p>

<p>Students will be given a choice of materials to create a structure appropriate to one of the regions we have been studying. Students will then create a journal entry from the point-of-view of an American Indian living in that region/home describing daily life, etc.</p>	<p>from the perspective of one of the explorers. Students write key facts about the explorer including where they were from, their challenges, what they discovered, etc. Tie in pollution created through exploration.</p>	<p><i>Commercial</i> Students will either create a commercial or brochure based on the colony of their choice. Students will include information encouraging other colonists to come to their colony. Students will include education, daily life, religion, crops, and reasons why someone should visit.</p>	<p>for 2019-2020) *Hold classroom elections / votes and make students live with the results.</p>	<p>Travelers India theme?? - more direction to come) Each class will research and learn about products produced in a country. The class will make a product, good, or service that they will sell to the rest of the 3rd grade on market day. Students will use "resources" from that country to produce the products. Students will barter and spend tickets they earned from behavior on ClassDojo.</p>	<p>poem about one of the artists they have studied.</p>
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