Third Grade Wide Scope Curriculum Map 2006 - 2007

September	October	November	December	January	February	March	April	May/June
Content / Concept Reading Logs - different genres, picking a book	Content / Concept Introduction to fiction chapter booksparts of a novel							
Reading Assessments	-plot -writing elements							

Do . . . Know . . . Understand

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	September	October	November	December	January	February	March	April	May/June
-	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept	Content / Concept
ce / Health	2 nd Steps Empathy training -identifying feelings -responding with empathy	Changes -states of matter -classifications -properties -mixtures -chemical reaction -observing -recording -conducting experiments	Know your Body -Drugs	2 nd Steps I mpulse Controls -recognizing behaviors -thinking through problems	Rocks and Minerals -properties of r and m -rock cycle -sorting -recording results -interpreting results -conducting experiments	Know Your Boy Teeth	2 nd Steps Anger Management -recognizing anger -reducing anger techniques -applying problem solving	Growing Things -stages of growth -scientific process -parts of seed and plant -observing -recording -experimenting -hypothesizing	Know your Body Diseases
en	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand
Science	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:
Studies	Content / Concept ABC District -grid organization -historical background Class government	Content / Concept Architecture -historical periods -styles -grid drawings (self portrait) -elements -OHS kit	Content / Concept	Content / Concept	Content / Concept	Content / Concept Portland Bridges -names -characteristics -history -structures -engineering -types -models	Content / Concept Loud and Clear Residency Speaking Skills -volume -enunciation -hook -ready position -eye contact -conclusion	Content / Concept Junior Achievement -what makes a city -zoning -banking -reporting -businesses	Content / Concept Early Portland Settlers -simulation unit -family histories -1 room schoolhouse practices -artifacts from OHS
Social St	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Scoring Guide Video Bridge Presentation Do Know Understand	Do Know Understand	Do Know Understand
0,	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:
Arts	Content / Concept Coloring techniques Primary and secondary colors Color mixing Color Wheels	Content / Concept Color Monster -paintbrush skills -color mixing -composition -complimentary colors	Content / Concept Warm/cool squares Roualt - Old King	Content / Concept Matisse - I carus PROBE border and I llustration -measure -design pattern -colored pencil	Content / Concept Perspective -line -distance -overlapping -near/far	Content / Concept Drawing Portland Bridges	Content / Concept	Content / Concept Art Ball Quilting Pillows residency -pattern -warm/cool colors -fabric design	Content / Concept Ceramics -leaf plates Contour Drawing Papier mache
<	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand	Do Know Understand
	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:	Interventions/Scaffolding:
	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration:	Extensions /Acceleration: