


3rd Grade Classroom Guide and Course Catalog

Teacher's Name:	<<INSERT teacher name how you want to be called by your students ex: Mrs. Jones>>	 <p><i>Insert Photo of Yourself</i></p>
Contact Info:	<<INSERT CAVA phone number>> <<INSERT CAVA email>> Office Hours are between 8:30 a.m. and 4:00 p.m. Technical Support – 866.K12.CARE (866.512.2273)	
Coursework (required):	All assignments are included in the teacher provided assignment sheet. Assignments must be completed on a daily basis and work submitted to your teacher for evaluation as requested.	
Class Connect Schedule	A schedule of Class Connect (live instruction) is included on the teacher provided assignment sheet.	
Class Connect Link:	The links to all Class Connect sessions can be found by clicking on “Class Connect Session” in the OLS.	

Third grade students will receive instruction in Common Core State Standards (CCSS) for English language arts (ELA) and math. Science, history, art, physical education, and electives such as music and world language will be based on the [California Content Standards](#). Coursework will consist of teacher assigned lessons using the K¹² curriculum together with teacher-created instructional activities, and other learning activities as deemed appropriate for each student to achieve his/her academic potential.

CAVA adheres to the minimum daily instructional time requirements recommended by the State of California. However, increased daily instructional time may be necessary to meet the individual needs of each student. All instructional time must be entered as attendance in the Online School management tools as well as be supported by work produced by the student and evaluated by the teacher.

**Please refer to the Parent-Student handbook for your school to familiarize yourself with additional school-wide information, policies and procedures.

Welcome!

<<INSERT a welcome that may include a personal welcome note and brief overview of your qualifications. Students and Learning Coaches want to feel welcome and know you are a highly-qualified teacher who will be able to provide the instruction and support they need for success. >>

<<INSERT appropriate personal information for students to feel they are working with a real person. This is an opportunity to allow your students to be better acquainted and connect with you. Leave out any identifiable information, but keep the message personable and interesting. >>

Overview

This guide includes an outline of the grade level learning objectives as well our classroom expectations, the behavior expected from all of CAVA students, and what you can expect from your CAVA teacher. Each school day, you will log in to the online school, complete both online and offline lessons assigned by your teacher and included on your ILP, attend assigned Class Connect sessions, submit requested work to your teacher, and have your learning coach log your attendance. **Students with documented individualized education plans (IEP) are given appropriate accommodations as specified in the IEP. Please feel free to contact me or contact the school's Special Education department for more information.*

Attendance and Activity

Students are expected to log into and complete assigned work on a daily basis. While the length of time that students spend working on assignments may vary, the expectation is that students will actively participate in at least 4-6 hours of academic instruction each school day with specific minimal requirements for math, English language arts (ELA), and Physical Education, as follows:

- Math: 60 minutes daily, not including supplemental instruction (enrichment, remediation, etc.)
- ELA: 120 minutes daily, not including supplemental instruction (enrichment, remediation, etc.)
- P. E.: 20 minutes daily
- History: As assigned by your teacher (approximately 120-180 minutes per week)
- Science: As assigned by your teacher (approximately 120-180 minutes per week)
- Electives: As assigned by your teacher (approximately 60-90 minutes per week)

Learning Paths

At CAVA, instruction is designed to challenge each student to deepen his/her understanding of concepts, expand critical thinking skills, practice and apply skills and knowledge in meaningful ways, and extend learning across the curriculum. As such, three different paths are provided for students depending on their individual skill levels, prerequisite knowledge, educational experience, and academic achievement goals.

Core

This academic path leads each student through basic grade level learning objectives and Common Core state standards with a primary focus on ELA, math, history, and science. This path includes individualized remedial instruction and learning activities designed to build students' skills and confidence so they can live up to their potential.

Comprehensive

The comprehensive learning path is designed for students prepared to move beyond the basics and dive more deeply into content areas. This path provides students with learning activities/lessons optional on the Core Path, but which are designed to challenge students on the comprehensive path to explore content more deeply, extend their learning with lessons designed to extend their thought processes and more deeply develop their critical thinking skills, expand their knowledge of the subject matter, and develop their independent learning skills.

Advanced Learners Program (ALP)

The Advanced Learners Program path is specifically designed to meet the unique needs of students with outstanding talent who perform or show the potential for performing at exceptional levels of mastery. In addition to the elements of the comprehensive path, students identified for this path¹ are provided with specialized live instruction to support their learning needs and develop their higher order thinking skills. On this path, students are provided with lessons/activities that challenge them to further their learning, explore content focused on their individual interests and passions, and make more meaningful connections between their learning and the real world. Some examples of ALP learning activities include unit projects emphasizing cross-curricular activities, passion projects related to a specific topic of student interest (for example, a student-created research project that involves multiple elements such as science-composition-media-communication), and instruction designed to motivate students in areas of demonstrative content mastery including design, development, investigation, and self-evaluation.

¹ Students must be identified for and agree to the learning commitments of this program prior to embarking on this academic path.

Courses

Students in 3rd grade complete grade level coursework in the following courses. The Scope and Sequence of each course is included in the [Course Catalog](#).

- Math Plus Purple
- Language Arts 3 with Vocabulary Purple
- Science 3
- History 3
- Art 3
- Electives (World Language or Spotlight on Music 3)

All courses may include activities such as:

- Independent and Learning Coach supported reading of online text and transcripts
- Viewing moving and static images and streaming video
- Listening to audio recordings and pronunciations
- Linear and interactive animations and simulations
- Hands-on and virtual activities
- Online checkpoints
- Online skill review exercises
- Offline practice, record-keeping, and research activities
- Offline checkpoints and assessments
- Teacher-created instructional materials

Graded assignments for all courses may include:

- Online or paper-based worksheets and practice sets
- Checkpoints and assessments (written and online)
- Extended Problems and Critical Thinking exercises
- i-Ready assessments and lessons
- Class Connect participation and learning activities
- Essays, research papers, and other writing assignments
- Presentations
- Project-based assignments

Student Work Portfolios

A student work portfolio is a purposeful collection of multiple examples of your child's coursework. Each example should include evidence of student effort, progress or achievement, and a complete evaluation by you. You will bring this portfolio with you to each parent-teacher-student conference to share with your teacher. He or she will select several samples of student work from the portfolio for your child's school folder. It is important for you to share as much of your child's work with your teacher as possible. Student portfolios should include the following:

- Work from student activity guides and books
- Compositions, Essays, and Examples of the Writing Process
- Book Reports
- Research Papers
- Journals
- Assessments and Checkpoints
- Unit Projects
- Custom Assignments and Activities
- Observations
- Self-Assessments
- Peer Review and Response to Feedback
- Pictures of Science Labs and Completed Lab Reports/Sheets
- Pictures of Art Projects

Daily Student Responsibilities

Each school day brings new opportunities for learning! As with all opportunities, there are responsibilities. At CAVA, each student learns to develop into an independent and responsible learner. Some of your daily responsibilities include:

- **Check ILP for the assignment and Class Connect schedule**
- **Log in to the Online School**
 - Access your core curriculum lessons
 - Attend Class Connect sessions
 - Check school announcements
- **Complete all assigned lessons and assignments** (both graded and non-graded) as indicated on your ILP before the end of the day.
- **Submit all assignments as requested** by your teacher via File Sharing, email, mail, etc. as designated by your teacher.
- **Check email** for communication from your teacher/school and respond within 48 hours.

Getting Help with Class Work

Learning is challenging and exciting! When you encounter difficulty with course content, follow these steps:

- Contact your teacher through phone and/or email
- Attend Class Connect sessions as scheduled

Technology issues

From time to time CAVA families will experience technology issues. This is the reality when attending an online school. CAVA understands this and will work with families to get work completed in a timely manner to ensure students do not fall behind in their classes. To minimize problems with technology, please do the following:

- If you are experiencing software and/or hardware technology issues with your computer and/or printer, contact K¹² Technical Support at 866-K12-CARE to troubleshoot. You will need to save your ticket number(s) for future reference.
- Plan to have a backup means of accessing the Internet in the event of Internet failure at your home or technology problems with your equipment. You can use a library, a friend's house, etc. to complete your assignments so that you don't fall behind. To avoid compliancy issues, please review the Enrollment Requirements found in the Parent/Student Handbook for the 16-17 school year to understand what is expected to be successful in CAVA's program.
- Please notify your teacher immediately so that he/she is aware of these issues.

Academic Integrity Policy (Dishonesty and Plagiarism)

This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- Marking a lesson complete in the OLS that you have not completed as assigned by your teacher
- Using another's work and claiming it as your own (including work completed by your Learning Coach)
- Copying from text, websites or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Copying from another person's work or from the learning guide
- Letting a parent or mentor complete your assignments
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete his/her work

Plagiarism is the presentation of someone else's ideas or work as your own. Plagiarism or academic dishonesty in any form is a serious offense and will be immediately addressed by your instructor and/or a school administrator. If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more options as outlined in the Parent/Student Handbook.

3rd GRADE COURSE CATALOG

MATH PLUS PURPLE COURSE OVERVIEW

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. This engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 3 provides a quick overview of whole number addition and subtraction, but has a greater focus on whole number multiplication and division, encompassing early algebraic thinking. Decimals are studied in relationship to place value and money, and fractions are addressed through multiple representations and probability. Students are introduced to specific methods and strategies to help them become more effective problem solvers. Geometry and measurement are addressed through the study of two- and three-dimensional shapes, early work with perimeter, area, and volume, and applying measuring techniques to time, length, capacity, and weight. Within each unit of Math Plus Purple, students will use their skills to complete **Core Focus** lessons as well as demonstrate their critical thinking and mastery in extended problems with real world applications.

Core Focus. In the Core Focus lessons, students will solve problems by synthesizing concepts and applying critical-thinking skills. The problems are designed to provide authentic learning opportunities as they mirror the problems students may encounter in the real world.

Extended Problems. At the end of each unit, students will solve problems independently in the Extended Problems lesson. Extended Problems require students to use problem-solving skills, math knowledge for the course, and previous knowledge to solve multistep problems—much like students will do in the real world. Several of these Extended Problems will be graded directly by the student’s teacher. Others may be graded by the learning coach and submitted to the teacher for further review and feedback.

Math Notebook. Students will need to obtain a binder or spiral notebook to serve as their Math Notebook in which they will work problems, make sketches, and write answers to the problems in the Activity Book. Students should always have the Math Notebook, paper, and a pencil handy and be ready to share the notebook with their teacher.

MATH PLUS PURPLE COURSE OUTLINE

Unit 1: Whole Number Sense

In this unit, students journey through numbers up to 1,000. They begin with place value and counting, and then learn to see place values as cumulative multiples of 10. Students will round out this unit with rounding and use place-value understanding to round whole numbers to the nearest ten or hundred. Students will demonstrate their ability to compare and order whole numbers using the symbols $<$, $=$, $>$.

- Numbers Through 1,000
- Compare and Order Numbers through 1,000
- Round Numbers Through 1,000
- Extended Problems: Reasoning
- *ALP: Unit Exceptional Mastery (EM) Project or other teacher created learning activities*

Unit 2: Whole Number Addition and Subtraction

Students review and extend their understanding of addition and subtraction. They will look at addition and subtraction in a general way to notice the effects of adding and subtracting. Students will gain and demonstrate a basic understanding of how our number system works. Students will add numbers with sums through 1,000 and subtract from numbers through 1,000. They will use place value to understand how addition and subtraction work, and will review and expand their skill with the traditional algorithm (steps for adding or subtracting). Students will use their skill to work in context, and solve a variety of story problems.

- Odd and Even Number Patterns and Effects of Addition and Subtraction
- Addition and Subtraction Answers
- Combine and Change Problems

- Compare and Equalize Story Problems
- Extended Problems: Real-World Application
- *ALP: Unit Exceptional Mastery (EM) Project or other teacher created learning activities*

Unit 3: Whole Number Multiplication Sense

Students focus on multiplication and become familiar with factors. Students know their 2s, 5s, and 10s multiplication facts and show multiplication as arrays and repeated addition. They will work with area models to explain multiplication and explain the effect of multiplication on numbers. Students revisit the commutative property and investigate what happens when numbers are multiplied by zero and 1. Students will work on multiplication facts through 10 x 10, and will memorize and track facts on a multiplication facts chart.

- Model and Explain Multiplication
- Area Models for Multiplication (A) and (B)
- Understand Multiplication
- Commutative Property of Multiplication
- Multiplication Facts and Fluency (A), (B), (C), (D), and (E)
- Associative Property
- Extended Problems: Real-World Applications
- *ALP: Unit Exceptional Mastery (EM) Project or other teacher created learning activities*

Unit 4: Whole Number Multiplication, part 1

Students learn the step-by-step process, the algorithm, to solve multiplication computation problems in which a one-digit factor is multiplied by a multi-digit factor. They will model story problems with objects and sketches while using their multiplication computation skills to solve multiplication story problems involving equal groups or equal measures. Students will create their own story problems and show how their problems can be represented by number sentences.

- Multiplication Story Problems
- Multiply Multi-digit by 1-digit Numbers
- Multiply Equal Groups (A) and (B)
- Multiplication with Equal Measures
- Write Multiplication Stories (A) and (B)
- Extended Problems: Reasoning
- *ALP: Unit Exceptional Mastery (EM) Project or other teacher created learning activities*

Unit 5: Whole Number Division Sense

Students learn about and explain division as sharing. They will develop their abilities to model division as equal groups, repeated subtraction, and equal measures. Students will be able to explain the meaning of the division symbol (\div) as well as recognize and use three different symbolic representations of division. Students will also explore math vocabulary related to division such as *dividend*, *divided by*, *divisor*, and *quotient*. Additionally, students will demonstrate their mastery of these skills by writing and solving their own division story problems and use division along with prerequisite skills to solve real world problems.

- Model and Explain Division
- Apply Division Symbols and Rules
- Understand Division as Sharing
- Relate Multiplication and Division
- Use Inverse Relationships
- Effects of Division
- Solve and Write Story Problems with Equal Groups and Equal Measures (A) and (B)
- Extended Problems: Reasoning
- *ALP: Unit Exceptional Mastery (EM) Project or other teacher created learning activities*

Unit 6: Algebra Thinking

Students learn to use mathematical expressions, equations, and inequalities to represent relationships between quantities. They learn to select the appropriate symbol to show an operation or a relationship that makes a number sentence true, to determine a missing number in an equation or an inequality, and to recognize and describe a linear pattern, such as counting by 5s or multiplying 5 times a number to reach 100, by its rule. They extend linear patterns and solve simple story problems that involve functions.

- Mathematical Expressions
- Expressions and Number Sentences (A) and (B)
- Expression Comparison (A) and (B)
- Missing Symbols
- Missing Values (A), (B), and (C)
- Number Patterns
- Story Problems and Patterns (A) and (B)
- Extended Problems: Reasoning

Unit 7: Geometry

Students learn how to identify right angles and the measure of angles greater than or less than a right angle using appropriate math vocabulary. They learn to classify polygons according to the number of sides; the attributes of isosceles, equilateral, and right angles; and the attributes of parallelograms, rectangles, and squares.

- Right Angles and Other Angles
- Identification and Classification of Polygons
- Triangles
- Parallelograms
- Extended Problems: Reasoning

Unit 8: Semester Review and Semester Checkpoint

In this unit, students will review each skill previously practiced. Students will self-evaluate, exercise their critical thinking skills, improve their ability to explain their math thinking clearly, and demonstrate their mastery of skills learned in units 1 through 7. This unit includes a two-part semester assessment. The first part of this assessment is taken online and scored by the computer. The second part is taken offline and should be submitted to the general education teacher for evaluation and feedback.

Unit 9: Whole Numbers and Multiple Operations

Students learn how to determine whether addition, subtraction, multiplication or division is the appropriate operation to use to solve a story problem. They will practice solving story problems involving two or more operations and using the order of operations to evaluate mathematical expressions.

- Order of Operations
- Choosing the Correct Operations (A) and (B)
- Using More than One Operation (A) and (B)
- Extended Problems: Reasoning

Unit 10: Fractions and Probability

Students learn about fractions as the relationship of a part to a whole, and as a rational number on the number line. They learn to write the fraction represented by a drawing that shows parts of a whole. They compare and order unit fractions and use objects or sketches to solve simple story problem involving addition or subtraction of fractions. They solve and simplify addition and subtraction problems involving fractions with like denominators and learn that multiple simple fractions can represent the same quantity. They learn to identify whether specific events are certain, likely, unlikely, or impossible; record the possible outcomes for a simple event; summarize and display the results of a probability experiment; represent data on scaled graphs; and use the results of a probability experiment to predict future events.

- Represent and Name Fractions (parts A, B)
- Equivalent Fractions

- Compare and Order Fractions (parts A, B)
- Probability
- Identify, Record, and Display Outcomes
- Drawing Scaled Graphs (parts A, B)
- Interpreting Scaled Graphs
- Use Data to Make Predictions

Unit 11: Measurement – Length and Time

Students learn the appropriate tools and metric and English units for measuring the length of objects. They will practice estimating and measuring the length of various objects to the nearest centimeter, $\frac{1}{2}$ inch, and $\frac{1}{4}$ inch. Students will also learn to tell time to the nearest minute, calculate elapsed time to the nearest minute, and solve word problems involving time intervals.

- Tools and Units for Measuring Length
- Estimate and Measure Centimeters
- Estimate and Measure Inches (A) and (B)
- Display Measurement Data in Line Plots
- Tell Time in Minutes
- Determine Elapsed Time in Minutes
- Measuring and Displaying Time Intervals
- Extended Problems: Reasoning

Unit 12: Measurement – Capacity and Weight

Students learn the appropriate tools and metric and English units for measuring liquid volume and weight. They practice estimating and measuring liquid volume to the nearest liter and cup, and weight of an object to the nearest gram and ounce. They write simple unit conversions as expressions and equations and use simple unit conversions, such as centimeters to meters, to solve problems.

- Capacity
- Measure to the Nearest Liter
- English Units of Capacity
- Measure in English and Metric Units
- Measure in Grams
- Measure Weight in Ounces and Pounds
- Unit Conversions
- Measurement Conversions (A) and (B)
- Extended Problems: Reasoning

Unit 13: Mathematical Reasoning

Students practice analyzing story problems by identifying the question, recognizing relevant information, and developing a solution strategy. They learn how to break a multistep story problem into simpler steps, predict solutions to story problems, and apply strategies and results from simpler problems to similar or more complex problems. They practice mathematical reasoning in story problems by using words, numbers, symbols, charts, graphs, tables, diagrams, and models; learn how to express solutions with appropriate mathematical notation, terms, and accurate language; and check the accuracy of a solution to a story problem.

- Analyze Story Problems (A), (B) and (C)
- Understand Multistep Problems
- Estimate to Predict Solutions
- Strategies to Solve Complex Problems
- Story Problem Reasoning (A) and (B)
- Exact and Approximate Solutions
- Extended Problems: Reasoning

Unit 14: Perimeter and Area

Students learn to determine the perimeter of a polygon with whole-number side lengths. They practice using multiplication and division to solve story problems involving rectangular area. They learn to estimate or determine the number of squares or cubes required to cover the area of a solid figure.

- Find the Perimeter of Objects
- Finding the Missing Side Length
- Practical Perimeter Problems with Missing Length
- Rectangular Area (A) and (B)
- Extended Problems: Reasoning

Unit 15: Semester Review and Assessment

Students review each skill previously practiced and self-evaluate, exercise their critical thinking skills, improve their ability to explain their math thinking clearly, and demonstrate their mastery of skills learned in units 9 through 14. This unit includes a two-part semester assessment. The first part of this assessment is taken online and scored by the computer. The second part is taken offline and should be submitted to the general education teacher for evaluation and feedback.

LANGUAGE ARTS PURPLE COURSE OVERVIEW

In this course, students receive structured lessons in the language arts, a discipline that includes literature and comprehension, writing skills, vocabulary, spelling, and handwriting. The purpose of these lessons is to increase reading comprehension, develop fundamental skills in oral and written communication, build vocabulary, and promote a lifelong interest in reading. This course addresses current thinking in assessment standards.


Noodleverse. The Language Arts Purple course also includes an online, engaging learning tool called Noodleverse. This award winning learning tool provides students with online reading and writing skills practice which allows them to work independently to become more confident, competent readers and writers. Learn more about Noodleverse by visiting: [All About Noodleverse Language Arts](#)

My Accomplishments Chart. Research shows that rewarding students for quality work can increase their motivation. Top help reward students, Language Arts Purple provides you with a chart and sticker sheet for use throughout the course. This chart gives students a tangible record of their progress and accomplishments. To encourage students to reflect on their progress, set goals, and receive encouragement, this chart should be displayed at home and shared with the student's teacher(s).

Literature and Comprehension. This course component engages students in classic works of literature from various genres. Works are grouped thematically to help students see the connections among texts or genres. The program requires students to read often, think critically about what they have read, and evaluate the ideas and apply the skills they have learned. Each reading selection requires students to prepare for reading by activating prior knowledge, read independently, comprehend what they have read, analyze the language or structure of the text to find its meaning, evaluate the ideas in selections and form substantiated analyses about them, and apply the ideas or skills they have learned to other texts or to the broader world. This consistent pattern—from inward knowledge to outward application—is developed through the lesson activity structure, which is designed to help students model the habits of mind to make them proficient and critical readers, writers, and communicators. The pyramid represents the skills—from lower- to higher-order thinking skills—that students encounter in each lesson and unit in Literature & Comprehension. With each lesson and reading experience, students begin at the foundation of the pyramid and work their way through the lessons and unit, tackling increasingly complex questions and assignments that require higher-order thinking skills.







Writing Skills. These units combine online and offline activities to teach students about grammar, usage, and mechanics, as well as how to plan, write, revise, proofread, and publish various forms of writing. Most units end with an assessment on language skills, along with rubrics and sample papers to help evaluate students' writing. There are also four Critical Skills Practice units that help students apply their knowledge of language, vocabulary, spelling, and writing strategies to answer questions similar to those on standardized tests, including planning and writing a response to a prompt.

 **My Journal.** Research demonstrates that emerging writers are more motivated and become more confident when writing about self-selected topics. Journal writing provides young writers with opportunities to explore and express themselves and make connects to their personal knowledge. Using the My Journal provided in the Language Arts Purple course, students will complete lessons in Writing Skills AND use the journal to write on their own.

Spelling. Students will work on spelling each school day completing one lesson per day. The first lesson of a unit introduces new spelling words. In the second and third lessons, learning coaches and students work together to practice the spelling words introduced in the first lesson. These first three lessons are offline. The fourth lesson in each unit is an online review activity. Finally, the fifth lesson consists of an offline Unit Checkpoint that checks students' mastery of the spelling words. Each lesson is designed to take approximately 15 minutes. Students will master the spelling skills needed to read and write proficiently.

Each unit will present a cohesive, pattern-based program designed to guide students through four different types of words:

-  **Heart Words** represent commonly spelled words outside the normal spelling conventions taught at each grade level. Some programs may refer to these as “sight words.” Heart words are words students know/learn by heart.
-  **Target Words** follow the spelling pattern being studied in a given unit.
-  **ALP Path - Challenge Words** follow the spelling convention of the unit, but are somewhat more difficult to spell. *Challenge Words are required for students on the ALP academic path but are optional for students on both the Comprehensive and the Core academic paths.*
-  **ALP Path - Alternate Words** are like Target Words and represent another set of words that follow the spelling convention being studied in the unit. *Students on the Core and Comprehensive academic paths are not required to show mastery of these words. However, students on the ALP academic path are expected to demonstrate mastery of Alternate Words.*

Vocabulary. This component of Language Arts Purple exposes students to a wide variety of words. Students learn, review, and practice words online. Vocabulary is made up of 18 units of 10 lessons each. **Lessons are entirely online.** Each lesson should take about 10 minutes. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.

Handwriting. Students will further develop their handwriting skills through *Handwriting Without Tears*. In Semester 1, students will work in the Cursive Handwriting book. In Semester 2, students will practice cursive on their own as they complete assigned work in other Language Arts programs.

LANGUAGE ARTS PURPLE COURSE OUTLINE

Literature and Comprehension

*In addition to daily lessons, students read independently or with an adult for **at least 20 minutes each day**. This reading should be a selection of the child's choice to encourage the love of literacy and develop his/her fluency and comprehension skills.*

Unit 1: Lessons Learned


- “The Wind and the Sun,” “The Bundle of Sticks,” “Why the Larks Flew Away”

Unit 2: Animal Tales

- “Chipmunk and Bear,” “The Tiger, the Brahman, and the Jackal,” “The Squirrel and the Spider”

Unit 3: Animals and Their People

- “Charlie and Topsy,” “Moufflu,” “Black Beauty”

 **ALP:** Students on this learning path will be challenged to present their lesson 6 written narrations from Black Beauty's perspective orally in Class Connect, to their learning coach, and/or to their teacher.

Unit 4: Critical Skills Practice 1

- Fiction Passages, Directions, Practical Reading – Forms



Unit 5: Novel (Teacher/Student Choice)

- Students work with their teacher to select a novel, complete pre-reading activities and comprehension activities, and demonstrate their reflective skills with a unit project.

Unit 6: Critical Skills Practice

- Critical Reading and Narrative Writing

Unit 7: Weather or Not

- “Forecasting the Weather” and “Let It Rain,” “Winter Storms,” “Wind,” and “Storm Chasers”
-  Curriculum Link: Science Unit 1, Lessons 1-11
-  ALP: Students on this learning path will complete the Beyond the Lesson activities to deepen their knowledge and challenge their skills:
 - Lesson 6 – students will refer to the website booklet “Winter Storms” and take a quiz.
 - Lesson 10 – students will refer to the website booklet “Tornadoes” and take a quiz.



Unit 8: Animal Friends

- Students will be introduced to and reflect on poetry including poems about cats and dogs, “The Elephant” and “The Silent Snake”

Unit 9: Critical Skills Practice

- Analyze and respond to nonfiction passages
- Analyze and respond to fiction passages
- Analyze and respond to poetry

Unit 10: George Washington: Soldier, Hero, President

- Students will explore nonfiction text and use information from the text to reflect and respond.
-  Curriculum Link: History 3, Unit 13, Lessons 1-8
-  ALP: Students on this learning path will complete the Beyond the Lesson activities to deepen their knowledge and challenge their skills:
 - Lesson 7 – Students will get another book on George Washington or a book on a different U.S. president and compare and contrast the book and *George Washington: Soldier, Hero, President*.

Unit 11: Critical Skills Practice

- Analyze and respond to nonfiction passages and generate questions from the text
- Analyze and respond to fiction passages and first person narration
- Define, compare and contrast paired passages
- Analyze and respond to poetry

Unit 12: Novel (Teacher/Student Choice)

- Students work with their teacher to select a novel, complete pre-reading activities and comprehension activities, and demonstrate their reflective skills with a unit project.

Unit 13: Critical Skills Writing Assignment

- Students will read and analyze informative writing, and then complete a writing assignment for their teachers to evaluate and provide feedback.

Unit 14: Semester Review and Assessment

- Identify problems and solutions in a story.
- Differentiate among various literary genres.
- Identify the moral or lesson in a fable.
- Write a summary.
- Summarize a work of literature and maintain accurate sequence.
- Compare and contrast literary elements in two or more literary selections.
- Follow directions to complete a task.
- Identify the moral or lesson in a fable.
- Differentiate among various literary genres.
- Apply the conventions of grammar, usage, mechanics, and spelling.
- Identify problems and solutions in a story.
- Compare and contrast literary elements in two or more literary selections.
- Summarize a work of literature and maintain accurate sequence.
- Read poetry and prose aloud.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.

Unit 15: Stories that Teach (Reading Strategies)

- “The Necklace of Truth,” “The Stone in the Road,” “Bruce and the Spider,” and “The Calabash Kids”

Unit 16: Nature’s Way (Poetry – Figurative Language and Other Characteristics of Poetry)

- Figurative language in poetry about nature (metaphor, simile, personification, etc.)
- Structure of poetry (stanza, rhyme scheme)

Unit 17: Critical Skills Practice

- Multi-Step Instructions
- Understanding Conclusions
- Fact versus Opinion
- Character traits, plot, point of view
- Compare and Contrast
- Write a fiction passage

Unit 18: Folk Tales from Many Lands

- “The Leak in the Dike,” “William Tell,” “The Stone-Cutter,” “Aladdin and the Wonderful Lamp”
- Write and deliver a speech

Unit 19: Critical Skills Writing Assignment

- Students will read and analyze opinion writing, and then complete a writing assignment for their teachers to evaluate and provide feedback.

Unit 20: Novel (Teacher/Student Choice)

- Students work with their teacher to select a nonfiction book (biography), complete pre-reading activities and comprehension activities, and demonstrate their reflective skills with a unit project.

Unit 21: Critical Skills Practice

- Nonfiction passages
- Poetry
- Paired Passages
- Fiction Passages
- Write about paired passages (compare/contrast)

Unit 22: Greek and Roman Myths

- Students will learn about Greek and Roman myths, compare and contrast characters and myths, read and learn about a play, write about a myth as they read, analyze, and reflect on “Mount Olympus,” “The Naming of a Great City,” “The Greater Gift,” “The Story of Arachne,” “The Story of Proserpina,” and “A Flight Through the Sky.”

Unit 23: The Glory of Greece by Beth Zemble and John Holdren

- Increase concept and content vocabulary
- Determine meanings and pronunciations of unknown words using dictionaries, glossaries, technology and textual features (footnotes and sidebars)
- Identify features of nonfiction
- Identify and make generalizations based on evidence from text
- Make inferences and draw conclusions using evidence from text
- Distinguish between fiction and nonfiction and compare and contrast
- Write an opinion paragraph
- Write a speech
- Create, practice, and deliver a presentation using visuals

Unit 24: Novel (Teacher/Student Choice)

- Students work with their teacher to select a novel, complete pre-reading activities and comprehension activities, and demonstrate their reflective skills with a unit project.

Unit 25: Semester Review and Assessment

- Evaluate Checkpoint results and choose activities to review.
- Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
- Read poetry and prose aloud.
- Summarize a work of literature and maintain accurate sequence.
- Identify similes.

- Write a summary.
- Apply the conventions of grammar, usage, mechanics, and spelling.
- Identify personification.
- Demonstrate understanding of common features of legends, myths, folktales, fairy tales, and classic stories.
- Identify main idea and supporting details in a text.
- Identify metaphor.
- Identify rhyme scheme in a poem.
- Follow directions to complete a task.
- Differentiate among various literary genres.
- State an opinion related to a topic.
- Identify speaker.
- Determine the theme, moral, or lesson of a work of literature.
- Identify problems and solutions in a story.
- Use graphics to answer a question
- Identify choices that a character makes and their consequences.
- Identify author’s purpose.
- Compare and contrast literary elements in two or more literary selections.

Writing Skills

Unit 1: Journals

- Review sentences
- Learn about journals and journal writing and practice freewriting and writing to a journal prompt

Unit 2: Sentences (Simple and Complex Sentences; Conjunctions)

- Freewrite about a topic, respond to a journal prompt
- Simple, Compound, and Complex Sentences
- Using and punctuating conjunctions

Unit 3: Paragraphs – Opinion Writing

- Freewrite about a topic, respond to a journal prompt
- Review complete sentences
- Elements of a paragraph
- Analyze an opinion paragraph
- Brainstorm, plan, draft, revise with feedback, proof and publish an opinion paragraph
- Use a dictionary and thesaurus

Unit 4: Sentence Combining and Person – Narrative Writing (Personal Story)

- Freewrite about a topic, respond to a journal prompt
- Understand complete subjects and predicates
- Combine sentences
- Improve sentences with details (choose words and phrases for effect)
- Brainstorm, plan, draft, revise with feedback, proof and publish a personal story

Unit 5: Critical Skills Practice

- Vocabulary Skills (prefixes, suffixes and context clues)
- Language Skills (complete sentences, adding details, subject-verb agreement)
- Spelling Skills (homophones and compound words)

Unit 6: Capital Letters, Dates, Addresses, Letter Headings/Closing – Informative Writing

- Freewrite about a topic, respond to a journal prompt
- Capital letters and commas in days and dates
- Headings, greetings, and closings
- Address a letter and plan a letter of invitation
- Draft, gather feedback, revise, proofread, and publish a personal letter
- Write an email

Unit 7: Nouns – Informative Essay

- Freewrite about a topic, respond to a journal prompt
- Identify and use nouns: common, proper, collective, abstract, compound, singular, and plural
- Simple subjects
- Draft, plan, revise from feedback, proof, and publish an informative essay

Unit 8: Critical Skills Practice

- Identify and use verbs in the simple present, simple past, and simple future tenses
- Identify and define synonyms and antonyms
- Spell words with suffixes –ed and –ing
- Subject-Verb agreement

Unit 9: Verbs and Persuasive Essay

- Freewrite about a topic, respond to a journal prompt
- Identify and use action, being, and helping verbs
- Identify and use verb phrases
- Identify verbs in inverted order
- Identify and use simple predicates
- Brainstorm, plan, gather evidence to support opinion, draft, revise with feedback
- Proof and publish a persuasive essay

Unit 10: Turn a Persuasive Essay into a Business Letter (a unit for Comprehensive/ALP students)

- Freewrite about a topic, respond to a journal prompt
- Revise a persuasive essay and recognize parts of a formal, or business letter
- Recognize parts of an inside address, closing, salutation for a letter
- Address a business envelope
- Proof and publish a business letter

Unit 11: Critical Skills Practice

- Alphabetize words to the third letter
- Distinguish literal and nonliteral meaning in words and phrases
- Identify parts of speech
- Distinguish and define shades of meaning among related words

Unit 12: Semester Review and Assessment

- Two part online assessment

Unit 13: Quotations and Short Research Project

- Freewrite about a topic, respond to a journal prompt
- Capital letters and commas in quotations
- Evaluate a model short research project
- Understand and use sources for a research project
- Choose a research topic, research, take notes, and organize a short research project
- Choose and create project and give oral presentation of research

Unit 14: Critical Skills Practice

- Research skills
- Writing strategies
- Writing to a prompt

Unit 15: Pronouns and Book Review

- Freewrite about a topic, respond to a journal prompt
- Singular and Plural personal pronouns
- Pronouns after action verbs and with -self
- Possessive pronouns
- Evaluate a model book review
- Summarize a passage
- Plan, organize, draft, revise from feedback, proof and publish a book review

Unit 16: Book Review Presentation

- Freewrite about a topic, respond to a journal prompt
- Evaluate a model book review project plan
- Plan, create, practice, and present a book review project

Unit 17: Agreement and Plan a Research Report

- Freewrite about a topic, respond to a journal prompt
- Subject-verb, pronoun-antecedent agreement
- Evaluate a model research report
- Understand and use sources for a research project
- Brainstorm, plan, organize, take notes-gather evidence and prepare an outline for a research report

Unit 18: Adjectives and Write a Research Report

- Freewrite about a topic, respond to a journal prompt
- Understand and use articles and adjectives
- Use adjectives to compare
- Draft, revise with feedback, proof, and publish research report

Unit 19: Adverbs and Research Report Presentation

- Freewrite about a topic
- Use adverbs to compare
- Use media to present a research report

Unit 20: Capital Letters, Punctuation, and Forms

- Freewrite about a topic
- Proper nouns
- Abbreviations
- Punctuate words in a series
- Working with forms, applications, and schedules

Unit 21: Verb Tense and Plan a Short Story

- Freewrite about a topic
- Principal parts of verbs
- Present, future, past and irregular verb tense
- Use dialogue
- Plan a short story

Spelling

- Unit 1: Heart Words and Short Vowel Sounds
- Unit 2: Heart Words and Suffixes –s and –es
- Unit 3: Heart Words and –ng and –nk
- Unit 4: Heart Words and Long /a/ (a, ai, ay, igh, a-consonant-e)
- Unit 5: Heart Words and Long /i/ (i, ie, igh, y, i-consonant-e)
- Unit 6: Review Units 1-5
- Unit 7: Heart Words and Long /o/ (o, oa, oe, ow, ough, and o-consonant-e)
- Unit 8: Heart Words and Long /e/ (e, ee, ea, ie, y, e-consonant-e)
- Unit 9: Heart Words and Long /u/ (u, ue, ew, and u-consonant-e)
- Unit 10: Heart Words and /oo/ spellings (oo, u, ue, ew, ou and u-consonant-e)
- Unit 11: Heart Words and /ow/ and /oi/
- Unit 12: Review Units 7-11
- Unit 13: Heart Words and /ur/ spellings (er, ir, ur, ear)
- Unit 14: Heart Words and Long /e/ and Long /i/ spelled “y”
- Unit 15: Heart Words and Vowel Suffixes on Words Ending in y (-ing, -ed, -er, -es)
- Unit 16: Heart Words and Dropping Silent e Before Vowel Suffixes –ed, -er, -ing
- Unit 17: Heart Words and Doubling Consonants Before Adding Vowel Suffixes
- Unit 18: Review Units 13-17

- Unit 19: Heart Words and Soft c and g (/s/ spelled c and /j/ spelled g)
- Unit 20: Heart Words and /aw/ spelled al; /a/ spelled ze and se
- Unit 21: Heart Words and Triple Consonant Blends (scr, spr, spl, str, and squ)
- Unit 22: Heart Words, Digraphs and Trigraphs (sh, th, ch, ph, dge, and tch)
- Unit 23: Review Heart Words, Contractions and Consonant Suffixes
- Unit 24: Review Heart Words, Soft c & g, /aw/ & /z/, Triple Consonant Blends, Digraphs, Trigraphs & Contractions
- Unit 25: Heart Words and Consonant Suffixes (base word + consonant suffix)
- Unit 26: Heart Words and Prefixes (re-, dis-, and un-)
- Unit 27: Heart Words and /l/ or /ul/ spelled le or el
- Unit 28: Heart Words and r-controlled Vowels ar, or, and ur
- Unit 29: Heart Words and /aw/ spellings, a followed by two l's, au, aw
- Unit 30: Review Units 25-29
- Unit 31: Heart Words and Long and Short /oo/ spelled oo
- Unit 32: Heart Words and Suffix –ed sounds /ed/, /d/ and /t/
- Unit 33: Heart Words and Suffix –ing
- Unit 34: Heart Words, Silent Consonants, Words Ending ic, and Homophones
- Unit 35: Heart Words and Sounds of the ea spelling
- Unit 36: Review Units 31-35

Vocabulary




- Unit 1: Compound Words and Math Words
- Unit 2: Homographs and Aquatic Words
- Unit 3: Synonyms, Dictionary Skills, and Abbreviations
- Unit 4: Antonyms, Prefixes, and Multiple-Meaning Words and Parts of Speech
- Unit 5: Suffixes (-able) and Homophones
- Unit 6: Weather Words and Suffixes (-or)
- Unit 7: Suffixes (-er and –est) and Contractions
- Unit 8: Suffixes (-tion) and Shades of Meaning
- Unit 9: Solar System Words
- Unit 10: Compound Words, Acronyms, and Abbreviations
- Unit 11: Latin Roots and Homographs
- Unit 12: Synonyms and Abbreviations
- Unit 13: Prefixes (pre-, mis-, re-, dis-); Multiple Meaning Words
- Unit 14: Suffixes (-ful, -less, -ly, -y, -er, and –est); Antonyms
- Unit 15: Categories and Homophones
- Unit 16: Dictionary Skills and Contractions
- Unit 17: Suffixes (-ous) and Shades of Meaning
- Unit 18: Literal and Nonliteral Meanings and Latin and Greek Roots

HISTORY 3 COURSE OVERVIEW

In this course students will learn about the Renaissance and the Age of Exploration. At the end of their study, students will be able to answer questions like: Which cities were centers of learning during the Italian Renaissance? Why was the invention of the printing press so important? Who was Martin Luther? What civilizations inhabited the Americas before the arrival of European explorers? Finally, students will explore the thirteen colonies in Colonial America and learn about the American Revolution.

This engaging course is designed to take students on an adventure through history. They will travel into the past and meet inventors, explorers, artists, heroes, and even a few villains. They will read stories about civilizations and events that have helped make us who we are today. Along the way, students will use maps and globes to help gain an understanding of our world.

History 3 lessons are designed to be completed three times per week and should take students approximately 60 minutes. They include both online and offline. Several lessons have fun online games for review.

-  **ALP Path** includes completing units and lessons noted as “Optional” in the OLS. These units are provided for students on these paths to extend their learning.
-  **ALP and Comprehensive Path** - "Beyond the Lesson" activities are provided to take students deeper into the past and challenge them to increase their learning.
-  **Core Path** – Students on the Core Path may skip the units/lessons marked “Optional” in the OLS in accordance with the ILP.

History Record Book: Students will see a reference to their History Record Book in each lesson. This book will be the student's written narration of what he/she has learned in each lesson. Not only will this Record Book allow each student to create his/her own History Book, but will allow the student to practice skills learned in Language Arts Purple-Writing Skills. Students are encouraged to illustrate the pages of their Record Book. The History Record Book should be brought to each Conference with your teacher so the student can share his/her learning. A Composition Journal or notebook will make a great History Record Book.

Students new to CAVA may be interested in the material link below as background for the historical periods to be studied in History 3.

- The [Roman Republic and Cincinnatus](#) introduces republican government in ancient Rome.
- The [The Beginnings of Christianity](#) covers the life of Jesus and the origins of Christianity.
- [Barbarians Stake Their Claim](#) examines Europe after the fall of the Roman Empire.
- [A New Role for the Christian Church](#) explains the spread of Christianity during the Middle Ages.
- [Writing Books by Hand](#) explores the role of monasteries in preserving learning during the Middle Ages.
- [Muhammed and the Beginning of Islam](#) examines the origins of Islam.
- [Islam Becomes an Empire](#) explains the spread of Islam.
- [What Was Feudalism?](#) looks at life in medieval western Europe.
- [King John and the Magna Carta](#) explains the significance of the Magna Carta as a guarantee of rights and liberties.
- [Remembering Ancient China](#) reviews some of China's greatest discoveries, inventions, and events.
- [Marco Polo: Man of a Million Stories](#) examines the life of this famous adventurer.

Before exploring the world around you, let's find out about how the course is set up. Click Course Introduction to find out about lesson features such as online explorations, hands-on activities, and assessments.

HISTORY 3 COURSE OUTLINE

Unit 1: Where Do We Go from Here?


Learn to use map keys, compass roses, scales, and lines of latitude and longitude. Explore continents, oceans, and landforms and see how people adapt to living in different environments.

- Learn how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Learn how to analyze the spatial organization of people, places, and environments on the earth's surface
- Understand that people create regions to interpret the earth's complexity


Unit 2: Background to the Renaissance

After barbarian tribes invaded from the north, the Roman Empire fell, and all of Europe settled into a dark and difficult time. Eventually scholars, artists, and scientists looked to the ancient past to light the path to modern times. They remembered ancient Greece and Rome, and by 1350 a period of rebirth known as the Renaissance was underway.

- Define "Renaissance" as rebirth, referring to a rebirth of interest in the classical civilizations of Greece and Rome
- Describe Greece and Rome as civilizations that valued learning, reason, and human striving and potential
- Characterize the Middle Ages as a dangerous time and an Age of Faith
- Describe the late Middle Ages as a time when writers, thinkers, and artists rediscovered classical models

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:


- Lesson 3 – Students will complete this lesson and write 2-4 sentences explaining the lesson.
- Lesson 4 – Student will learn about Roman greatness and peril as they complete Lesson 4

 **ALP:** Students on this learning path will be additionally challenged in lesson 4 by writing an open letter that includes key points outlined in Activity 4.


Unit 3: The Italian Renaissance

The city-states of Italy paved the way for the Renaissance, or rebirth of interest in classical learning and the arts. Beginning around 1350, Venice, Rome, and Florence led the way. As towns grew, so did ideas and the arts. Students will learn about people like Michelangelo, Leonardo da Vinci, and Brunelleschi.

- Identify Italy (with its numerous competing city-states) as the place where the Renaissance began
- Identify Florence, Venice, and Rome as centers of Renaissance learning
- Recognize that artists and scholars were inspired by ancient Greece and Rome
- Describe the Renaissance ideal of a well-rounded individual (Renaissance man)
- Identify key figures, characteristics, and accomplishments of the Italian Renaissance

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:

- Lesson 6 – Students will complete this lesson and write 2-4 sentences explaining the lesson.
- Lesson 12 – Student will learn about Castiglione and The Book of the Courtier

 **ALP:** Students on this path will complete the Extension activity for Lesson 9 and write the name of the work chosen and their reason for choosing it. They will explain what they learned about Michelangelo's talents by trying to copy his work.


Unit 4: The Renaissance Elsewhere and the Reformation

The Renaissance began in Italy, but quickly spread to the rest of Europe. Gutenberg's remarkable printing press brought new ideas to a wider audience, while scientists like Galileo studied the stars. European rulers brought about change with armies and art. But the biggest change of all came from a German monk named Martin Luther.

- Identify the invention of the printing press as key to the spread of Renaissance ideas and ideals
- Recognize Italy's role in spreading Renaissance ideas to northern Europe
- State that strong monarchs emerged in England, France, and Spain
- Identify key artistic and scientific advances in northern Europe
- Define the Reformation (split within Christianity), & identify Martin Luther as a monk who led the Reformation
- Know that the Reformation created political and religious splits in Europe

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:

- Lesson 4 – Students will explore the music of the Renaissance.

 **ALP:** Students on this path will complete the Extension activity for Lesson 4 and complete a short research project of two instruments of the Renaissance. They will share their findings in a PowerPoint, poster, or paragraph.


Unit 5: Moving from One World to Another

Scales and symbols help mapmakers show a great deal of information in a small space. Scales show the distances between places, while symbols are small pictures or shapes that represent the real thing.


- Locate and identify mountain ranges around the world
- Identify selected mountain peaks on several continents
- Explain the purpose of the scale on a map
- Use the scale on a MP to measure the distance between places
- Name agricultural product maps as maps that show where crops are grown and animals are raised
- Use an agricultural product map to get information
- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Recognize the patterns and networks of economic interdependence on Earth's surface
- Identify how physical systems affect human systems

Unit 6: The Age of Exploration

- Describe the Renaissance as an age of exploration and discovery
- List key advances in navigation that made voyages of discovery possible (e.g., caravel, compass, and astrolabe)
- Identify European motivations for voyages of discovery
- Recognize Portugal and Spain as the leading powers of this time
- Identify key individuals and their important voyages

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:


- Lesson 7 – Students will search for the Northwest Passage.

 **ALP:** Students on this path will complete the Beyond the Lesson activity in lesson 6. They will create a list of three to five questions to ask Ferdinand Magellan, and then research the answers.

Unit 7: The World They Found and Semester Assessment

As explorers from Europe made their way to the Americas, they discovered civilizations that were rich in culture and tradition. See what these explorers learned from the New World of the Aztecs, Incas, and Maya, and learn what happened when the Old World encountered the New.

- Recognize that different civilizations and cultures inhabited the Americas before the arrival of Europeans
- List the Maya, Aztecs, & Incas as three major pre-Columbian civilizations, describe some of their skills & abilities
- Describe the motivations of the Spanish in the New World
- Characterize the conflict of Spanish and Native American civilizations as a clash of civilizations in which the Spanish conquered the Aztec and Inca empires
- Identify key figures in the conflict: Moctezuma, Cortés, Atahualpa, Pizarro, and las Casas

 **ALP:** Students on this path will complete the Beyond the Lesson activity in lesson 4. They will learn more about place value as they make a quipu.


 **Curriculum Connection:** Lesson 4 Connection to Math Unit 1 Place Value and Number Sense

Unit 8: Looking East: Ottomans and Mughals

- Describe the Ottoman and Mughal empires as large and expanding Muslim empires during the Renaissance
- Locate the Ottoman and Mughal empires on a map
- Describe the Ottomans as rivals for trade and territory with European countries such as Spain and Portugal
- Recognize Hinduism and Islam as two faiths present in India
- Identify key places and people in the Ottoman and Mughal empires: Istanbul, Agra, the Süleymaniye mosque, the Taj Mahal, Süleyman, Akbar, and Shah Jahan

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:

- Lesson 3 – Students will learn about Suleyman, the Builder.

 **ALP:** Students on this path will complete the Beyond the Lesson activity in lesson 1. They will do some research online to learn about the history of Istanbul, and then create a poster, PowerPoint, or paragraph to demonstrate their knowledge.

Unit 9: Africa, China, and Japan


In Africa, the kingdom of Benin became a center of trade, which came to include the buying and selling of slaves. In China, the Ming Dynasty began. Yongle established Beijing as the Chinese capital and built the Forbidden City within its walls. In feudal Japan, the Portuguese discovered a rich world, which the Japanese shogun promptly closed to the West.

- Describe the growth of European trade with Africa, China, and Japan
- Understand the impact of New World exploration on the development of a transatlantic slave trade
- Locate the kingdoms of Benin, China, and Japan on a map
- Recognize that both China and Japan closed themselves to the west in this period
- Identify key places, dynasties, people, and products of the three areas: Benin, brass work, the Niger River, Beijing, the Forbidden City, the Great Wall, the Ming Dynasty, silk and porcelain, the Tokugawa Shogunate, and Francis Xavier


Unit 10: England's Golden Age and Beyond

Explore the golden age of England, beginning with the powerful reign of Queen Elizabeth I. Meet Sir Francis Drake and participate in the defeat of the Spanish Armada. Enter the New World with Sir Walter Raleigh and enjoy the expressive language of William Shakespeare. Then learn about the Stuarts and the Glorious Revolution that followed.

- Identify the reign of Elizabeth I as a golden age, or time of cultural and political flourishing
- Describe England as an increasingly strong nation-state under Elizabeth I
- Identify Spain as England's main rival
- State that England began to explore and colonize North America
- Identify Shakespeare as England's most famous bard
- Recognize historic English concern for defense of liberties in quarrel with James I and the Glorious Revolution

 **Comprehensive and ALP:** Students on these learning paths will deepen their knowledge by completing:


- Lesson 6 – Students will learn about Shakespeare and make a model of the Globe theater.

 **ALP:** Students on this path will complete the Beyond the Lesson activity in lesson 7. They will research either the Jamestown settlement or the King James Bible. Once they have gathered information, they will present their findings in a short report, oral presentation, or visual presentation.

Unit 11: The America They Found and Founded

The first Americans arrived in North America during the Ice Age. Their descendants had spread across the continent and established major cultures when the Europeans arrived. These European settlers came looking for freedom, land, and gold. By 1750, thirteen British colonies dotted the American coastline.


- Recognize that different cultures inhabited North America before the arrival of Europeans
- List the Pacific Northwest, desert, Plains, and Eastern Woodland peoples as major cultures, and describe some of their skills and abilities
- Describe various motivations of the English who came to the New World (for example, gold, religious freedom, land, and freedom from imprisonment)
- Explain that many people with maverick ideas came to the British colonies in North America
- Identify key figures and events in early settlement: John Smith, Pilgrims, Puritans, William Penn, Quakers, James Calvert, Catholics, and James Oglethorpe

 **ALP:** Students will deepen their understanding by using two or more different types of resources to learn more about Philadelphia. They will choose either the Liberty Bell or Independence Hall and describe it in a paragraph and create an illustration.

Unit 12: Understanding Geography -- Identify the physical and human characteristics of places

Maps, graphs, and time lines are great tools for showing a lot of information quickly. Maps show places and how people interact with the environment. Graphs are useful for comparing geographic facts and figures. Time lines present important events in the order in which they took place.

- Recognize the characteristics, distribution, and migration of human populations on the earth's surface
- Observe the processes, patterns, and functions of human settlement
- Understand how physical systems affect human systems
- Learn how to apply geography to interpret the past

 **Curriculum Connection:** Math Purple Unit 10, lessons 11-12.

Unit 13: The American Revolution and Semester Assessment

Although initially proud to be English, the American colonists eventually rebelled against the British government. Their call for "no taxation without representation" became the battle cry of the American Revolution. This hard-fought war for independence brought a new American republic with strong leaders and loyal citizens.

- Describe the North American colonies as proud of their English heritage of liberty
- Explain that American colonists had made laws for the colonies in their own assemblies
- Explain why American patriots believed that being taxed by Parliament was an attack on their liberty
- Identify key events and figures in the American Revolution: Paul Revere's ride; the battle of Lexington, Concord, and Bunker Hill; the Declaration of Independence; winter at Valley Forge; French aid; Yorktown; George Washington; John Adams; and Thomas Jefferson
- Describe the result of the American Rev.: independence from England & the formation of a modern republic
- America: Present to Past
- Discover the geography of the original thirteen colonies

SCIENCE 3 COURSE OVERVIEW

In this course, students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as weather, vertebrates, ecosystems, matter, the human body, energy, light, and astronomy.

Each lesson in this course engages students with various types of activities including:

- **Exploration** – Lessons begin with a rich, interactive exploration of lesson concepts designed to be read to (or by) the student. Students see pictures that inspire interest in the lesson concepts.
- **Activities and Investigations** – Through hands-on experiments, activities, and structured observations, students will learn and apply concepts. Most activities will be completed away from the computer.

Science Notebook: Using an organized system for keeping track of completed work is an important learning tool. In this notebook, you will store your student's completed work such as lab sheets, note-taking records, projects, etc. (3-ring binders are suggested). This notebook will also provide the student with an organized system for reviewing and preparing for unit and semester assessments.

ALP and Comprehensive Paths – Students on these academic paths will complete the optional lessons as assigned by their teacher on the ILP. In addition, students on these academic paths will have the opportunity to explore the fascinating world of dinosaurs in unit 4.

ALP Path – Students on the ALP path will complete Beyond the Lesson and/or other custom learning activities as assigned by their teacher.

SCIENCE 3 COURSE OUTLINE

Unit 1: Weather

Weather is all around us as we work and play. How do meteorologists make the weather forecasts that we rely on each day? Find out for yourself as you become a meteorologist and use tools to predict the weather.

- Identify forms of precipitation (rain, snow, sleet, and hail) and explain how they form
- Use appropriate tools to measure and record weather conditions
- Explain that air masses meet at fronts and that most weather changes occur along fronts
- Explain how air moves in cold and warm fronts and identify common weather patterns associated with each
- Identify humidity as the amount of water vapor in the air
- Identify common weather patterns associated with changes in air pressure

- Recognize that meteorologists rely on data collected from various resources, such as weather stations, weather balloons, weather satellites, and weather radar
- Interpret weather maps & symbols: cloud cover, precipitation, temperature, pressure, and fronts

Unit 2: Classification of Vertebrates

What do fish, amphibians, reptiles, birds, and mammals have in common? They are animals with a backbone, or vertebrates. Your student will learn some distinguishing features of vertebrates, such as how birds fly and why fish can live underwater. She'll be able to use specific features of vertebrate groups to classify animals.

- Distinguish between *vertebrates* and *invertebrates*
- Recognize that some animals have constant internal body temperatures and others have internal body temperatures that fluctuate depending on the temperature of their surroundings
- Identify different groups of vertebrates (fish, amphibians, reptiles, birds, and mammals) according to their common characteristics

Unit 3: Ecosystems

Travel the globe to learn about the amazing variety of ecosystems on our planet. Take a close look at the characteristics of each major ecosystem and see how the plants and animals that live there have adapted to their environment.

- Explain that an *ecosystem* includes all living things in a particular region
- Describe *climate* as the usual weather in a certain area over many years
- Identify the three main climate zones as *tropical*, *temperate*, and *polar*
- Recognize that scientists use patterns of climate, vegetation, and animal life to identify different ecosystems
- Describe different ecosystems: tundra, boreal forest, temperate deciduous forest, tropical rain forest, grasslands, desert, freshwater, and marine
- Recognize that living things have physical and behavioral adaptations that enable them to survive in a particular ecosystem

Unit 4: Ecosystems of the Past (A unit designed for ALP and Comprehensive Paths)

What do scientists think our planet was like when dinosaurs were alive? How do they think the lands and oceans differed from those of today? Explore scientists' views of the ancient past: early forests where dinosaurs roamed, tundra with woolly mammoths, and ancient reefs in tropical waters.

- Recognize that many organisms that once lived on Earth are extinct, and while some of them resembled animals and plants alive today, others were quite different
- Compare modern ecosystems with similar ecosystems from Earth's geologic past (for example, reef, tundra, and forest)
- Recognize methods (fossils, tree rings, and ice) scientists use to study past ecosystems

Unit 5: Properties of Matter

Everything in our natural world is made of matter—the food you eat, the water we drink, even the air we breathe. Understand matter and you can begin to understand nature. Do you know what really happens when water boils or an ice pop melts? Experiment with matter and find out!

- Identify forms of matter: solid, liquid, and gas
- Describe properties of solids, liquids, and gases (for example, *solids* have a definite shape and a definite volume; *liquids* have a definite volume but no definite shape; *gases* have neither definite shape nor definite volume)
- Recognize that all matter is made of particles called *atoms*, which are constantly in motion and much too small to be seen with the naked eye
- Describe the motion of atoms in solids, liquids, and gases: atoms in solids vibrate slightly but do not change positions; atoms in liquids vibrate too much to stay in a fixed position; and atoms in gases move freely
- Describe how matter changes states when heated (solid to liquid to gas) or cooled (gas to liquid to solid)
- Use appropriate tools to measure the length, volume, mass, and weight of objects in metric units
- Convert measurements from one metric unit to another, such as millimeter (mm) to centimeter (cm)
- Define volume as the amount of space occupied by matter
- Recognize that mass is the resistance of an object to acceleration by a force
- Recognize that the mass of an object stays the same, but its weight changes depending on where it's weighed

Unit 6: Physical and Chemical Changes of Matter


Have you ever sat by a roaring fire on a cold winter day and watched the logs turning to ash? You're watching a chemical change. Matter goes through physical and chemical changes every day. Without these changes, most of our world would not exist. Find out more about physical and chemical changes and the elements that make up all matter.

- Identify a physical change as either a change in size and shape (by cutting, breaking, or grinding) or a change in phase (by melting, boiling, freezing, evaporating, or condensing)
- Classify changes in matter as chemical or physical
- Identify clues that suggest a chemical change (for example, producing heat or light, or changing color)
- Recognize that atoms of different elements can combine to form compounds, such as when hydrogen and oxygen combine to form water
- Recognize scientists that organize known chemical elements in the Periodic Table, representing each element with a symbol


Unit 7: Human Body

Your body is made of many different systems, including the skeletal system and the muscular system. Bones give your body a structure that gives your body shape and, together with muscles, helps you move. Explore the world under and on your skin to see why your body has its shape and appearance.

- Explain that bones, cartilage, tendons, and ligaments make up the skeletal system
- Identify bones by shape (flat, curved, long, short, and irregular), name (skull, backbone, ribs, pelvis, and femur), and function (protection, support, and movement)
- Examine the internal structure of bones
- Observe that bones have tiny passageways containing nerves, blood vessels, and marrow where blood cells are made
- Identify musculoskeletal connections such as joints (ball and socket, hinge, pivot, and gliding), ligaments, and tendons, and describe how they function
- Examine how the human body heals and repairs broken bones
- Describe different types of muscles as skeletal, smooth, or cardiac and identify them as voluntary or involuntary
- Recognize that most skeletal muscles work in pairs: *flexors* contract to move a bone as *extensors* relax
- Identify the skin as the body's largest organ
- Explain the main functions of the skin (protecting, cooling, and sensing)
- Identify and describe the skin's two main layers (epidermis and dermis) and its structures, such as sweat glands, hair follicles, oil glands, and sense receptors

 **Comprehensive and ALP:** Students on these learning paths will enrich their learning by completing:

- Lesson 5 – Explore X-rays, how bones look under the skill and how to repair broken bones.
- Lesson 9 – Learn about the structures of the skin and what we need to do to protect it.


 **ALP:** Students on these learning paths will complete these challenging enrichment activities:

- Lesson 3 - Conduct an experiment to find the secret mineral in our bones that makes them hard. Document investigation and findings to share with the teacher.
- Lesson 5 - Visit <http://uwmsk.org/RadAnatomy.html> to explore X-rays and complete the X-Ray Diagnosis worksheet. Review the X-rays in the lessons to determine what bone is broken, whether it is a closed or open fracture, etc. Visit the NetMedicine site at http://int-prop.lf2.cuni.cz/heart_sounds/ekg3/xr.htm. Students will note where the fractures are located and see if they can name any bones they learned about in previous unit 7 lessons. Then, complete the First Aid for Broken Bones activity. Be prepared to share work and your findings with your teacher.

Unit 8: Energy

Think about all the types of energy that you use in your everyday life. You use energy, for instance to heat your house to light up your room, to move your car, to play sports and be active, and much more. Learn about many different forms of energy, how it's used, and how it changes.


- Identify the earth's major source of energy as the sun, and recognize that you see and feel this energy as light and heat and that this energy makes life on Earth possible
- Recognize that energy can be stored in many forms, such as food, fuel (for example, coal, oil, gas, wood, and batteries), and even coiled springs and stretched rubber bands
- Recognize that energy is used to do work

- Recognize that machines and living things convert stored energy into different forms of energy, such as heat, light, and motion
 - Explain that a *conductor* is a substance that allows energy to pass through it easily, while an *insulator* is a substance that allows little or no energy to pass through it
 - Classify energy sources as either *renewable* (wind, wood, solar, hydroelectric, and geothermal) or nonrenewable (natural gas, oil, coal, and nuclear)
-  **ALP:** Students will make a solar cooker and observe how the temperatures inside the cooker rise. They will then show their cooker to their teacher or class, document the conclusion, and share it with the teacher.

Unit 9: Light

Can you imagine what the world would be like if there were no light? Think about it. Without light we wouldn't be able to see anything around us. The world would be a completely dark and cold place. Let's explore the importance of light, how our world might be different if there were no light, and the movement of light from one place to another.

- Explain that when light strikes an object, it can be reflected, transmitted, or absorbed
- Recognize that as light travels from one medium to another it refracts (bends)
- Explain that the color of an object is due, in part, to the color of light that is reflected back to your eyes
- Explain that a dark surface absorbs more light than a light surface and a light surface reflects more light than a dark surface
- Recognize that vision is one of your primary senses and that your vision relies on light energy
- Recognize that when an object is seen, light rays enter the eye and are interpreted by the brain
- Identify various parts of the eye: cornea, iris and pupil, lens, retina, optic nerve, rods, and cones


 **ALP:** Students on this learning path will complete one or more of the Beyond the Lesson activities in this unit to deepen their learning and demonstrate their mastery.

- Lesson 1 – Conduct an experiment to find out if an object's translucency can be changed. Place a drop of oil onto a piece of white notebook paper. Wipe off the extra oil using a paper towel. Shine a lamp onto the piece of paper as you look at the spot of oil. Does it look darker or lighter than the rest of the piece of paper? Now hold the paper up between the lamp and your body. Which looks darker now, the paper or the spot of oil? **Document your findings** to share with your teacher. Then, go to the "Activity Resources" link and click [Ray Optics Website](#). Read the directions underneath the diagram and explore reflection of light as it hits a mirror.
- Lesson 2 - Conduct and document the color wheel experiment. It will amaze students! Students should follow the instructions on pages 293-294, and share their color wheel brain teaser with the teacher.
- Lesson 3 – Students test to see if a shiny surface absorbs more or less light and light energy than a dark-colored surface. They will follow the instructions on pages 298-299 of the activity pages and share findings with the teacher.
- Lesson 4 – Students learn more about the eye as you watch a virtual dissection of a cow's eye. They will write a summary of what they learned – create a color illustration of the eye that identifies its parts (pupil, iris, cornea, lens, retina, optic nerve, rods and cones). Then, they will complete the Parts of the Eye activity sheet and includes the functions of each part of the eye you identify.

Unit 10: Sun, Earth, and Moon

Learn about the shape of Earth and how its tilt causes the seasons. Find out how long the Earth and the moon take to complete an orbit. Discover why the moon is bright and why it has phases you can see from here on Earth. Learn these things and more as you explore the Sun, Earth, and Moon.

- Describe the rotation and revolution of Earth: Earth completes one *rotation* on its axis every 24 hours, while it completes one orbit around the sun, or *revolution*, every year
- Explain how the tilt of Earth's axis causes the seasons
- State that the moon orbits Earth, and explain that the moon makes one revolution around Earth and one rotation in approximately one month
- Explain that the moon does not produce its own light, but that the moon is visible from Earth because sunlight reflects off its surface
- Describe the way in which the moon's appearance changes during the phases of the lunar cycle: new, full, quarter, crescent, and gibbous

- Explain that when Earth blocks sunlight from the moon, a *lunar eclipse* occurs; when the moon blocks sunlight from the Earth, a solar eclipse occurs
 - Describe the features of the lunar landscape, such as craters, lowlands (maria), valleys (rilles), highlands, and soil
 - Identify the moon as Earth's natural satellite, and give a simplified current explanation of how the moon was formed
-  **Comprehensive and ALP:** Students on these learning paths will enrich their learning by completing:
- Lesson 6 – Students will learn about the hypothesis as to how the moon formed.

Unit 11: The Solar System and Beyond

Journey through space and discover the eight major planets of the solar system, including the Earth. Also, explore the sun, the moon, as well as other fascinating things that make up the solar system. Everything within the solar system is connected to the Sun by a force known as gravity.

- Describe our solar system as a collection of nine planets, moons, and numerous other objects (such as asteroids and comets) with the sun at its center
- State that the force of gravity keeps the planets in orbit around the sun
- Name the planets in our solar system in order starting with the planet closest to the sun
- Identify the layers of the sun: core, photosphere, and corona
- Explain that stars are located far outside our solar system and are much farther away from Earth than the nine planets in our solar system
- Recognize that stars are classified according to their brightness, or *magnitude*, and that the brightness of a star in the sky has to do with its size and distance from Earth
- Recognize some prominent stars, such as Polaris, Sirius, Betelgeuse, and Rigel, and constellations, such as the Little Dipper, the Big Dipper, and Orion
- State that our solar system is part of the Milky Way galaxy
- Recognize that telescopes magnify the appearance of some distant objects in the sky, such as the moon and the planets, and increase the number of visible stars

ART 3 COURSE OVERVIEW

Following the timeline of the History 3 course, third grade Art lessons introduce students to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and Northern Europe. Students will extend their knowledge of elements and principles of art, such as form, texture, and symmetrical balance. They will draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still life paintings. In this course, students will investigate artworks from Asia, Africa, and the Americas. In addition, students will create artworks inspired by works they learn about, using many materials and techniques—after studying da Vinci's *Mona Lisa*, students use shading in their own drawings, and they make prints showing the features and symmetry of the Taj Mahal.

ART 3 COURSE OUTLINE

Unit 1: The Building Blocks of Art

- Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture
- Identify and describe the difference between representational and abstract artworks
- Identify colors or color schemes as primary, secondary, intermediate, complementary, warm, or cool
- Describe the purpose of an artist's sketchbook

Unit 2: Good-Bye Middle Ages, Hello Renaissance: 1300–1400s

- Describe characteristics of or facts about early Renaissance art or architecture, such as *Gattamelata* by Donatello and Brunelleschi's Dome
- Describe characteristics of or facts about Medieval European and Byzantine art or architecture, such as the Cathedral of Notre Dame, Paris and Byzantine *Madonna and Child on a Curved Throne*
- Explain that classical Greek and Roman art and architecture inspired early Renaissance artists

Unit 3: The Renaissance in Italy: 1500s

- Describe characteristics of or facts about Italian Renaissance art or architecture, such as *The Last Supper* by Leonardo da Vinci, *Tombs of Guiliamo and Lorenzo De Medici* by Michelangelo, *The Small Cowper Madonna* by Raphael, and *Portrait of a Man* by Titian
- Describe events in the lives of Leonardo da Vinci, Michelangelo, and Sofonisba Anguissola, and characteristics of their art

Unit 4: The Renaissance in Northern Europe: 1500s

- Describe characteristics of or facts about Renaissance art or architecture in northern Europe, such as *Self-Portrait* by Albrecht Dürer, *Henry VIII* by Hans Holbein the Younger, *Hunters in the Snow* by Pieter Brueghel the Elder, and St. Basil's Cathedral in Russia
- Describe events in the lives of Albrecht Dürer and Pieter Brueghel the Elder, and characteristics of their art

Unit 5: Baroque and Rococo Art: 1600–1700s

- Describe characteristics of or facts about Baroque or Rococo art or architecture, such as *David* by Gian Lorenzo Bernini, *Self-Portrait* by Judith Leyster, *Self-Portrait* by Rembrandt, and *Prince Balthasar Carlos on Horseback* by Diego Velázquez
- Describe events in the lives of Judith Leyster and Rachel Ruysch, and characteristics of their art

Unit 6: Asia and Africa: 1500–1700s

- Describe characteristics of or facts about Japanese, Chinese, Indian, or African art or architecture, such as *Act II of Chushingura* by Utamaro, a Ming porcelain jar, the Taj Mahal, and a Benin plaque from Africa

Unit 7: American Indians: 1500–1700s

- Describe characteristics of or facts about American Indian art, such as an Aztec calendar stone, an Inca toucan sculpture, and a Haudenosaunee wampum belt

Unit 8: Colonial America: 1600–1700s

- Describe characteristics of or facts about Colonial American art or architecture, such as an American Windsor chair and a teapot by Paul Revere
- Describe how the desire for European luxuries affected Colonial American art

ELECTIVES

At CAVA, students in 3rd grade will choose between two elective courses designed to enhance their learning beyond their required courses. Students, together with their learning coaches and teachers, will make choice between the elective courses offered for 3rd grade.

Spotlight on Music

This interactive course offers student an immersive and interactive musical experience. Students will explore over 1300 interactive songs that are selected to get students moving, singing, and having fun. Some of the features of this highly interactive course include:

- Four sections divided into units and lessons
 - Key Concepts and Objectives
 - Music Theory Concepts
 - Performance Pieces
 - Seasonal and Celebratory lessons
- Rich and engaging instruction tools (interactive animation)
- Multiple interactive assets (streaming audio and video)
- Optional guitar and recorder lessons
- Improvisational skills practice
- Performance opportunities
- Music theory and composition skills
- Ear training activities
- Opportunities to make cross-curricular connections

World Language

Elementary world language programs are provided through Middlebury Interactive. Students can choose from Elementary Spanish, Elementary French, Elementary German, or Elementary Latin. The world language programs are designed to be fun and friendly, while exposing students to new languages and cultures. These courses are intended to spark interest for future studies and expose them to the foundational steps of learning another language.

World language courses are not supported by your teacher. As such, academic credit will not be awarded, nor will world language appear for a grade on the student's official school report card or transcript.

Physical Education: Student is assigned 200 minutes of physical activity every 10 school days. PE activities must be "conducive to health and vigor of body and mind." Logs of specific PE activities will be collected each learning period by your teacher.

Offline Student Work: Student is required to regularly submit authentic work from each course in which he/she is enrolled, including Math, Language Arts (all strands), Science, History, Art/Music, and PE. Work submissions should represent the student's best work, and must be assigned on this assignment sheet. Student work will be collected and evaluated by your teacher on a frequent and regular basis to ensure student achievement and progression toward goals.

COMMON CORE STATE STANDARDS

CAVA's 3rd Grade Common Core Report Card Standards	
CCSS #	Language Arts
RL	Reading: Literature
RL.3.1	Compares and contrasts characters, settings, or events using specific details
RL.3.9	Compares and contrasts similar themes, characters, and plots
	Reading: Informational Text
RI.3.1	Analyzes text to determine key ideas and details
RI.3.9	Compares and contrasts main points between texts on same topic
	Reading: Foundational Skills
RF.3.3	Knows and applies phonics and word analysis skills in decoding words both in isolation and in text
RF.3.4	Reads grade level text with sufficient accuracy and fluency to support comprehension
	Writing
W	Creates opinion pieces
W.3.2	Creates informative/explanatory texts
W.3.3	Creates narratives
	Speaking & Listening
SL	Participates in collaborative conversations about topics and texts with peers and adults in small and larger groups
SL.3.4	Plans and delivers an informative/explanatory presentation on a topic
	Language
L	Demonstrates command of grammar and usage when writing or speaking
L.3.2	Demonstrates command of mechanics including capitalization, punctuation, and spelling when writing
L.3.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases
L.3.6	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases
CCSS #	Mathematics
	Mathematics: Operations and Algebraic Thinking
3.OA.A.1, 2-4	Represents and solves problems involving multiplication
3.OA.A.2-4	Represents and solves problems involving division
3.OA.B.5-6	Understands properties of multiplication and the relationship between multiplication and division
3.OA.C.7	Multiplies and divides within 100
3.OA.D.8-9	Solves problems involving the four operations, and identifies and explains patterns in arithmetic
	Mathematics: Number and Operations in Base Ten
3.NBT.A.1	Uses place-value understanding and properties of operations to perform multi-digit arithmetic

3.NBT.A.2	Fluently adds and subtracts within 1000
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10
	Mathematics: Fractions
3.NF.A.1-3	Applies and extends previous understandings of multiplication to multiply fractions
	Mathematics: Measurement/Data
3.MD.A.1-2	Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
3.MD.B.3-4	Represents and interprets data
3.MD.C.5-7	Geometric measurement: understands concepts of area and relates area to multiplication and to addition
3.MD.D.8	Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measurements
	Mathematics: Geometry
3.G.A.1-2	Graphs points on the coordinate plane to solve real-world and mathematical problems
CCSS #	Classifies two-dimensional figures into categories based on their properties
S.3.1-3.2	Understands forms, sources, and principals of energy and matter
S.3.3	Clearly distinguishes between molecules and atoms and chemical compounds and mixtures and the organization of periodic table of elements
S.3.4	Demonstrates understanding of plant and animal internal structures and functions
S.3.5	Makes careful measurements, identify and correct errors, make predictions based on observation, prior knowledge, and logic, and gather/analyze data
CCSS #	History
H.3.1	Makes careful measurements, identify and correct errors, make predictions based on observation, prior knowledge, and logic, and gather/analyze data
H.3.5	Demonstrates basic economic reasoning skills
H.3.3	Describes the major pre-Columbian settlements, customs, folklore, traditions, economies, systems of government, and geography and environment of the cliff dwellers, pueblo people, American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples
H.3.2	Describes the American Indian nations/cultures of long ago
H.3.4	Demonstrates understanding of the role of rules and laws in our daily lives and the basic structure of the U.S. Government

Live Instruction

CAVA offers students many opportunities for learning. One such opportunity comes in the form of live instruction. Live instruction is assigned to students in all grade levels and is provided by a credentialed CAVA teacher. This is in conjunction with the instructional support that is being provided by the student's Learning Coach. In most cases, CAVA's live instruction will be provided primarily by the student's homeroom teacher. Each student's individual schedule may vary depending on grade, assessment scores, teacher assignment etc. however, all students will receive some portion of the core course offerings based on the day by day and grade level breakdown below. CAVA adheres to the minimum daily instructional time requirements recommended by the State of California. However, increased daily instructional time may be necessary to meet the individual needs of each student.

While students will be receiving individualized plans for learning and may participate in a variety of instruction provided by their teacher, the schedule below demonstrates the live instruction in Common Core State Standards (CCSS) for English language arts (ELA) and math, (and in Science for grade 5) that is offered by grade level during fixed teaching blocks. The remaining courses and times in which live instruction will be offered will be determined by each student’s homeroom teacher. All students will have their assigned classes notated on their quarterly ILP (Individualized Learning Plan).

Note: English Language Arts (ELA) is comprised of multiple components that can vary from grade level to grade level. In addition to a potential calendar time, circle time, or group reading time, the following are components of CAVA’s Language Arts program.

Grade 3: Literature & Comprehension, Vocabulary, Spelling, GUM, Writing Skills, Cursive Handwriting

Grade 3 Schedule					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	Friday
9:00 AM	Math Group 1	ELA Group 2	Math Group 1		
9:30 AM					
10:00 AM					
10:30 AM	Math Group 2	ELA Group 1	Math Group 2		
11:00 AM					
11:30 AM					
12:00 PM	ELA Group 1/ ELA Extension	Math Group 1	ELA Group 2		
12:30 PM					
1:00 PM					