

**3rd Grade Year-Long Plan  
First Nine Weeks**

Language Arts	Math	Social Studies	Science	Art
<p><b>Stories:</b> <i>William Tell</i> <i>Three Words of Wisdom</i> (Mexico)</p> <p><b>Poetry:</b> “Knoxville, TN” “Catch a Little Rhyme” “By Myself” “Trees”</p> <p><b>Sayings:</b> One rotten apple spoils the whole barrel. Rule the roost The show must go on. Cold shoulder Clean bill of health Actions speak louder than words.</p> <p>(See Theatre Arts Curriculum for performing arts integration ideas)</p>	<p><b>INVESTIGATIONS</b> <b>43 lessons</b></p> <p><b>Unit 1: Trading Stickers, Combining Coins</b> <b>Inv 1 (9 lessons)</b> <b>Inv 2 (8 lessons)</b></p> <p><b>Unit 2: Surveys and Line Plots</b> <b>Inv 1 (8 lessons)</b> <b>Inv 2 (7 lessons)</b> <b>Inv 3 (5 lessons)</b></p> <p><b>Unit 3: Collections and Travel Stories</b> <b>Inv 1 (6 lessons)</b></p>	<p>Geography <b>3.1A</b> Spatial Sense Canada World Rivers</p> <p>Symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels <b>3.1B</b></p> <p>Citizenship <b>3.1C</b></p>	<p>Scientific Thinking and Practice <b>3.1A</b></p> <p><b>Life Science-Zoology 3.1B</b> -Classification of animals, cold-blooded or warm-blooded, vertebrates or invertebrates - Five classes of vertebrates - Adaptation in physical structure or behavior can improve an organism’s chance of survival -Some kind of organisms that once lived on Earth have become extinct and they resembled those that are alive today -Animal reproduction and growth -Understand the food chain</p> <p><b>Life Science-Botany 3.1C</b> -Classify plants according to their characteristics (tree, leaves, flowers, seeds) -Understand how plants protect themselves naturally and what environment they inhabit</p> <p><b>Ecology 3.1D</b> -Identify how living things cause changes to the environments in which they live and that some of these changes are detrimental to the organism and some are beneficial.</p> <p><b>Science Biography:</b> John Muir (See 4<sup>th</sup> 9 Weeks)</p> <p><b>Journey into Science Kit Structure and Function (Aug. 17-Oct. 16)</b></p> <p><b>Journey into Science Kit Healthy Science (Aug. 17-Oct. 16)</b></p>	<p>Elements of Art: line, shape, form, space, light, texture, and color <b>3.1A</b></p> <p>Explore and use art materials <b>3.1B</b></p> <p>Create artwork <b>3.1C</b></p> <p>Light in art – <b>3.5A</b> <i>Ruby Green Singing</i> by James Chapin <i>Man with a Helmet</i> <i>Milkmaid</i> by Jan Vermeer</p> <hr/> <p align="center"><b>Music</b></p> <hr/> <p>Elements of music <b>3.1A, B, C, D</b></p> <p>Orchestra: Brass instruments <b>3.5B</b></p> <p>Gioacchino Rossini <b>3.3B</b> <i>William Tell Overture</i>, finale (trumpet)</p> <p>Wolfgang Amadeus Mozart <b>3.5B</b> <i>Horn Concertos</i></p> <p>Songs: <i>Alouette</i> <b>3.4B</b> <i>A Bicycle Built for Two</i> <b>3.4A</b> <i>Down in the Valley</i> <b>3.1C</b> <i>In the Good Old Summertime</i> <b>3.6A</b> (chorus only)</p> <p>(See Dance Curriculum for performing arts integration ideas <b>3.3A</b>)</p>

**3rd Grade Year-Long Plan  
Second Nine Weeks**

Language Arts	Math	Social Studies	Science	Art
<p><b>Stories:</b> <i>The Hunting of the Great Bear</i> (Iroquois legend about Big Dipper) <i>The People Could Fly</i> (African American folk tale) <i>The Wind in the Willows</i> <i>The Little Match Girl</i></p> <p><b>Poetry:</b> “Trees” “Adventures of Isabel” “First Thanksgiving of All”</p> <p><b>Sayings:</b> Beggars can’t be choosers. His bark is worse than his bite. A feather in your cap Last straw</p> <p>(See Theatre Arts Curriculum for performing arts integration ideas)</p>	<p><b>INVESTIGATIONS</b> 41 lessons</p> <p><b>Unit 3: Collections and Travel Stories (cont.)</b> Inv 2 (7 lessons) Inv 3 (7 lessons) Inv 4 (6 lessons)</p> <p><b>Unit 4: Perimeter, Angles, and Area</b> Inv 1 (5 lessons) Inv 2 (6 lessons) Inv 3 (6 lessons)</p> <p><b>Unit 5: Equal Groups</b> Inv 1 (4 lessons)</p>	<p>Earliest Americans <b>3.2A</b></p> <p>Early exploration of North America <b>3.2B</b></p> <ul style="list-style-type: none"> <li>• Early Spanish Exploration and Settlement</li> <li>• Exploration and settlement of the American Southwest</li> </ul> <p>Thirteen colonies <b>3.2C</b></p> <ul style="list-style-type: none"> <li>• Southern Colonies</li> <li>• New England Colonies</li> <li>• Middle Colonies</li> </ul>	<p>Scientific Thinking and Practice <b>3.1A</b></p> <p><b>Physical Science-Matter 3.2A</b> - Measure energy and energy changes - Construct charts or diagrams that relate variables associated with energy changes (melting ice over time) - Identify and compare properties for pure substances and mixtures - Separate mixtures based on properties</p> <p><b>Physical Science-Magnetism 3.2B</b> - Recognize that magnets can produce motion by attracting some materials (e.g., steel) and have no affect on others (e.g., plastics) - Understand that magnets have poles (N and S) and that like poles repel while unlike poles attract - Observe that some forces produce motion without objects touching - Describe motion on different time scales</p> <p><b>Physical Science-Simple Machines 3.2C</b> - Review types of simple machines - Discuss ways that simple machines make work easier</p> <p><b>Earth Science-Geology 3.2D</b> - Earth’s features are constantly changing - Fossils are evidence of earlier life - Water exists in the air in different forms - Air takes up space and is colorless, tasteless and exerts force</p> <p><b>Journey into Science Kit Scientific Thinking (Nov. 2-Jan 22)</b></p>	<p>Elements of Art: line, shape, form, space, light, texture, and color <b>3.1A</b> Explore and use art materials <b>3.1B</b> Create artwork <b>3.1C</b></p> <p>American Indian Art <b>3.5A</b></p> <ul style="list-style-type: none"> <li>• Kachina dolls (Hopi, Zuni)</li> <li>• Navajo (Dine) blankets and rugs, sand paintings</li> <li>• Masks</li> </ul> <p><i>The Bath</i> by Mary Cassatt <b>3.4A</b> <i>Tar Beach</i> by Faith Ringgold <b>3.6A</b> <i>The Horse Fair</i> by Rosa Bonheur <b>3.4A</b> Early American Quilts <i>The Peaceable Kingdom</i> by Edward Hicks <b>3.4A</b> <i>Victorian Interior</i> by Horace Pippin <b>3.4A</b></p> <hr/> <p align="center"><b>Music</b></p> <hr/> <p>Elements of music <b>3.1A, B, C, D</b> Orchestra: String instruments <b>3.5B</b></p> <p>Composers: Peter Ilich Tchaikovsky <b>3.3A</b> <i>Suite from Swan Lake</i> John Phillip Sousa <b>3.8C</b> <i>Stars and Stripes Forever</i> George Gershwin <b>3.2A</b> <i>Rhapsody in Blue</i> (clarinet) Aaron Copeland <b>3.1B</b> <i>Fanfare for the Common Man</i> “Hoedown” from <i>Rodeo</i> “Simple Gifts” from <i>Appalachian Spring</i></p> <p>Songs: <i>My Bonnie Lies Over the Ocean</i> <b>3.1A</b> <i>The Man on the Flying Trapeze</i> <b>3.3A</b> <i>This Little Light of Mine</i> <b>3.4A</b></p> <p>(See Dance Curriculum for performing arts integration ideas <b>3.3A</b>)</p>

**3rd Grade Year-Long Plan  
Third Nine Weeks**

Language Arts	Math	Social Studies	Science	Art
<p><b>Stories:</b> <i>Alice in Wonderland</i></p> <p><b>Poetry:</b> “Dream Variation” “The Crocodile” “Father William” “Jimmy Jet and His TV Set”</p> <p><b>Sayings:</b> Touch and go Beat around the bush</p> <p>(See Theatre Arts Curriculum for performing arts integration ideas)</p>	<p><b>INVESTIGATIONS</b> 44 lessons</p> <p>Unit 5: <b>Equal Groups (cont.)</b> Inv 2 (6 lessons) Inv 3 (6 lessons) Inv 4 (7 lessons)</p> <p>Unit 6: <b>Stories, Tables, and Graphs</b> Inv 1 (5 lessons) Inv 2 (3 lessons) Inv 3 (7 lessons)</p> <p>Unit 7: <b>Finding Fair Shares</b> Inv 1 (6 lessons) Inv 2 (4 lessons)</p>	<p>Economics 3.3A, B, C</p> <p>Government: US and NM 3.3D</p> <p>Citizenship 3.3E</p>	<p><b>Earth and Space Science-Astronomy 3.3A</b> -Describe the objects in the solar system and their features -Gravity of the sun and moon - Identify galaxies - Describe eclipses - Understand different constellations can be seen in different seasons - Observe the pattern of stars - Discuss location by using North Star and Big Dipper - Telescopes enhance the appearance of some distant objects in the sky - Discuss rockets, satellites, shuttles and space exploration (Apollo 11)</p> <p><b>Science Biographies:</b> Nicolaus Copernicus &amp; Mae Jemison</p> <p><b>Journey into Science Kit Space/Our Planet (Feb. 8-Apr. 17)</b></p> <p><b>Life Science-Human Body 3.3B</b> -Bacteria and viruses are germs that affect the human body -Nutrients are needed by the human body -Understand the muscular, skeletal, respiratory, and nervous systems -Understand vision and how the eye works and hearing and how the ear works -Discuss Alexander Graham Bell</p> <p><b>Light and Optics 3.3C</b> - Light travels at an amazing high speed, in a straight lines, through a vacuum - Transparent and opaque objects absorb light</p> <p><b>Science and Society 3.3D</b> -Describe how food packaging &amp; preparation extend food life &amp; safety -Poisons can reduce the damage to crops -Natural materials may be processed or combined to change their properties -Science produces information for the manufacture and recycling of materials</p>	<p>Elements of Art: line, shape, form, space, light, texture, and color 3.1A Explore and use art materials 3.1B Create artwork 3.1C</p> <p>Space in Art: 3.4A <i>The Gleaners</i> by Jean Millet <i>Peasant Weddings</i> by Pieter Bruegel</p> <p><i>Design: How the elements work together Icarus</i> by Henri Matisse 3.4A</p> <hr/> <p align="center"><b>Music</b></p> <hr/> <p>Elements of music 3.1A, B, C, D</p> <p>Orchestra: Woodwind instruments 3.5B</p> <p>Claude Debussy 3.5C <i>Prelude to the Afternoon of a Faun</i> (flute)</p> <p>Songs: <i>America</i> (“My Country, ‘tis of thee”) 3.8C <i>Hey, Ho, Nobody Home</i> (round) 3.3C <i>Simple Gifts</i> (“Tis a gift to be simple”) 3.6A <i>The Sidewalks of New York</i> 3.5A <i>You’re a Grand Old Flag</i> 3.8C</p> <p>(See Dance Curriculum for performing arts integration ideas 3.3A)</p>

Refer to HMS Grade Level Curriculum for an in-depth listing of skills to be taught throughout the year.

July 2009

**3<sup>rd</sup> Grade Year-Long Plan  
Fourth Nine Weeks**

Language Arts	Math	Social Studies	Science	Art
<p><b>Stories:</b> <i>Gone is Gone</i> From <i>The Arabian Nigh s:</i> Aladdin and the Wonderful Lamp Ali Baba and the Forty Thieves</p> <p><b>Myths and Mythical Characters</b> Norse Mythology Myths and Legends of Ancient Greece and Rome</p> <p><b>Poetry:</b> “The Bee” “Dream Variation” “Eletelephony” “For want of a nail, the shoe was lost...”</p> <p><b>Sayings:</b> Cold shoulder Clean bill of health Let bygones be bygones. On its last leg When in Rome, do as the Romans do.</p> <p>(See Theatre Arts Curriculum for performing arts integration ideas)</p>	<p><b>INVESTIGATIONS</b> 36 lessons</p> <p><b>Unit 7: <i>Finding Fair Shares (cont.)</i></b> Inv 3 (4 lessons)</p> <p><b>Unit 8: <i>How Many Hundreds? How Many Miles?</i></b> Inv 1 (5 lessons) Inv 2 (5 lessons) Inv 3 (9 lessons)</p> <p><b>Unit 9: <i>Solids and Boxes</i></b> Inv 1 (5 lessons) Inv 2 (3 lessons) Inv 3 (5 lessons)</p>	<p>Ancient Rome 3.4A</p> <p>The Vikings 3.4B</p>	<p>Scientific Thinking and Practice <b>3.1A</b></p> <p><b>Sound 3.4A</b> - Understand vibration as the cause of sound - Understand that sound travels through solids, liquids and gases - Compare sound waves to light waves - Discuss the qualities of sound such as pitch and intensity - Discuss the human voice and the human ear - Discuss ways to protect hearing</p> <p><b>Technology and Science 3.4B</b> - Discuss science careers and their impact on society - Understand technology and its impact on society</p> <p><b>Ecology 3.4C</b> -Discuss the balance of nature -Describe ecosystems and how they are affected by environmental and man made changes -Understand the effects of both air and water pollution on our environment - Discuss ways to protect the environment -Discuss John Muir</p>	<p>Elements of Art: line, shape, form, space, light, texture, and color 3.1A</p> <p>Explore and use art materials 3.1B</p> <p>Create artwork 3.1C</p> <p>Art of Ancient Rome and Byzantine Civilization: 3.6A</p> <ul style="list-style-type: none"> <li>• Byzantine mosaics</li> <li>• Hagia Sophia</li> <li>• Le Ponte du Guard</li> <li>• The Pantheon</li> </ul> <hr/> <p align="center"><b>Music</b></p> <hr/> <p>Elements of music 3.1A, B, C, D</p> <p>Orchestra: Percussion instruments 3.5B</p> <p>Nikolai Rimsky-Korsakov 3.3C <i>Scheherazade</i>, part one: “The Sea and Sinbad’s Ship”</p> <p>Songs: <i>He’s Got the Whole World in His Hands</i> 3.3B <i>Lil’ Liza Jane</i> 3.1D <i>Polly Wolly Doodle</i> 3.4B</p> <p>(See Dance Curriculum for performing arts integration ideas 3.3A)</p>

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