Third Grade Instructional Pacing Guides and Resources
Glynn County Schools 2026-2027

English Language Arts Resources **3**
Launch Units and Unit 1 Grammar 4
Unit 1 (Reading and Phonics), Unit 2 (Writing), Unit 1 Grammar 5
Unit 2 (Reading and Phonics), Unit 2 (Writing), Unit 2 Grammar 6
Unit 3 (Reading and Phonics), Unit 3 (Writing), Unit 2 Grammar 7
Unit 4 (Reading and Phonics), Unit 3 (Writing), Unit 3 Grammar 8
Unit 5 (Reading and Phonics), Unit 4 (Writing), Unit 3 Grammar 9
Unit 6 (Reading and Phonics), Unit 4 (Writing), Unit 4 Grammar 10
Unit 7 (Reading and Phonics), Unit 6 (Writing), Unit 4 Grammar 11
Unit 8 (Reading and Phonics), Unit 5 (Writing), Unit 5 Grammar 12
Unit 9 (Reading and Phonics), Unit 7 (Writing), Unit 5 Grammar 13
Unit 10 (Reading and Phonics), Unit 7 (Writing), Unit 5 Grammar 14
Mathematics Resources **46**
Resources to Support Instruction 47
Module 1- Multiplication and Division with Units of 2, 3, 4, 5, and 10 48
Module 2 - Place Value Concepts Through Metric Measurement 53
Module 3- Multiplication and Division with Units 0, 1, 6, 7, 8, and 9 57
Module 4 - Multiplication and Area 63
Module 5- Fractions as Numbers 69
Module 6 - Geometry, Measurement, and Data 77
Science Resources **82**
Unit 1- Rocks and Soils 83
Unit 2- Fossils 86
Unit 3-Geographic Regions of Georgia 87
Unit 4- Under the Sun 90
Unit 5- Pollution and Conservation 92
Social Studies Resources **94**
Unit 1 - United States Geography 95
Unit 2 - American Indians Past and Present 98
Unit 3 - Let's Go Exploring! 102
Unit 4 - British Colonial America 106
Unit 5 - American Government Basics 117
Unit 6 - Economics 101 126
GCSS Assessment Calendar **132**

English Language Arts Resources (Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Estimated Time	Unit Assessments	Writing & Grammar Estimated Time	Phonics/Word Study	Estimated Time
Launching the Reading Workshop	Aug.6 - Aug.14 (7 days)		GCSS K-5 Writing Hub	Launching the Phonics and Word Study Workshop	Aug.6 - Aug.14 (7 days)
Unit 1 Animal Characteristics	Aug. 17 - Sept. 11 (19 days) (4 Cushion days for MAP/AMIRA)	Unit 1		Unit 1 Animal Characteristics	Aug. 17 - Sept. 11 (19 days) (4 Cushion days for MAP/AMIRA)
Unit 2 Characters Shape Their Stories	Sept. 14 - Oct.2 (15 days)	Unit 2		Unit 2 Characters Shape Their Stories	Sept. 14 - Oct.2 (15 days)
Unit 3 We the People	Oct. 5- Oct. 29 (17 days) (2 cushion days)	Unit 3		Unit 3 We the People	Oct. 5- Oct. 29 (17 days) (2 cushion days)
Unit 4 Different Perspectives, Different Points of View	Oct. 30- Nov. 20 (15 days)	Unit 4		Unit 4 Different Perspectives, Different Points of View	Oct. 30- Nov. 20 (15 days)
Unit 5 Technological Advancements	Nov. 30- Dec. 18 (15 days)	Unit 5		Unit 5 Technological Advancements	Nov. 30- Dec. 18 (15 days)
Unit 6 Decisions, Decisions	Jan. 7- Jan. 29 (16 days) 1 cushion day	Unit 6		Unit 6 Decisions, Decisions	Jan. 7- Jan. 29 (16 days) 1 cushion day
Unit 7 Communities Past and Present	Feb. 1- Feb. 26 (18 days) 3 cushion days	Unit 7		Unit 7 Communities Past and Present	Feb. 1- Feb. 26 (18 days) 3 cushion days
Unit 8 Earth's Surface EOG Test Prep	Mar. 1- Mar. 26 (19 days) (4 cushion days)	Unit 8		Unit 8 Earth's Surface EOG Test Prep	Mar. 1- Mar. 26 (19 days) (4 cushion days)
Unit 9 Time, Money and Value	Mar 29- April 30 (20 days) 5 cushion days	Unit 9		Unit 9 Time, Money and Value	Mar 29- April 30 (20 days) 5 cushion days
Unit 10 Actions, Reaction, and Interactions	May 3- May 26 (18 days) (3 cushion days)	Unit 10		Unit 10 Actions, Reaction, and Interactions	May 3- May 26 (18 days) (3 cushion days)

Volume	# of Days
Volume 1	13 days
Volume 2	36 days
Volume 3	30 days
Volume 4	33 days
Volume 5	21-23 days
Volume 6	13 days
Volume 7	N/A

GCSS Third Grade Digital Notebook

Writing Dates	Grammar Units
Vol 1 Aug 6- Aug 28 4 cushion days	Unit 1 Essential Sentences Unit 2 Building Brilliant Sentences Unit 3 Describing Words Unit 4 A Study of Punctuation Unit 5 Capitals, Punctuation, and Interjections
Vol 2 Aug 31- Oct. 23 1 cushion day	
Vol 3 Oct. 26- Dec. 18 4 cushion days	
Vol 4 Jan. 7-Feb 26 1 cushion day	
Vol 5 Mar. 1- April 2 1 cushion day	
Vol 6 Apr. 12- Apr. 30 2 cushion days	

Launch Units and Unit 1 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

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Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Launching the Reading Workshop *condense to 5 days **Small Group Resources:** ● Leveled Texts ● Reader's Theater ● Responsive Teaching Toolkit ● Classroom Book Clubs ● Additional District Approved Resources	**Launching the Writing Workshop** *considered unit 1 **Small Group Resources:** ● Strategy Bank ● Additional District Approved Resources ● GCSS K-5 Writing Hub	**Launching the Phonics and Word Study Workshop** *condense to 5 days **Small Group Resources:** ● Word Cards ● Cursive Writing Practice ● ePocket Charts ● Additional District Approved Resources	**Unit 1** **Essential Sentences** **Small Group Resources:** ● Grammar Strategy Bank ● Grammar Study Word Plays ● Word Cards ● Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	Inspire Milestone Resources Literacy-Based Science Tasks Benchmark Alignment by Lesson --- **Reports to inform instruction:** **AMIRA** **MAP Growth** ● **Learning Continuum** ● **Class Breakdown by RIT and Instructional Area** --- **Achieve3000**

Unit 1 (Reading and Phonics), Unit 2 (Writing), Unit 1 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 1 **Animal Characteristics** **Unit 1 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 2** **Nonfiction with Words and Graphics** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 1** **Animal Characteristics** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 1** **Essential Sentences** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 2 (Reading and Phonics), Unit 2 (Writing), Unit 2 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 2 **Characters Shape Their Stories** **Unit 2 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 2** **Nonfiction with Words and Graphics** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 2** **Characters Shape Their Stories** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 2** **Building Brilliant Sentences** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 3 (Reading and Phonics), Unit 3 (Writing), Unit 2 Grammar
(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 3 **We the People** **Unit 3 Assessment** **Small Group Resources:** ● Leveled Texts ● Reader's Theater ● Responsive Teaching Toolkit ● Classroom Book Clubs ● Additional District Approved Resources	**Unit 3** **Personal Narratives** **Inspire Realistic Fiction** **Small Group Resources:** ● Strategy Bank ● Additional District Approved Resources ● **GCSS K-5 Writing Hub**	**Unit 3** **We the People** **Small Group Resources:** ● Word Cards ● Cursive Writing Practice ● ePocket Charts ● Additional District Approved Resources	**Unit 2** **Building Brilliant Sentences** **Small Group Resources:** ● Grammar Strategy Bank ● Grammar Study Word Plays ● Word Cards ● Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** ● **Learning Continuum** ● **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 4 (Reading and Phonics), Unit 3 (Writing), Unit 3 Grammar
(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 4 **Different Perspectives, Different Points of View** **Unit 4 Assessment** **Small Group Resources:** ● Leveled Texts ● Reader's Theater ● Responsive Teaching Toolkit ● Classroom Book Clubs ● Additional District Approved Resources	**Unit 3** **Personal Narratives** **Inspire Realistic Fiction** **Small Group Resources:** ● Strategy Bank ● Additional District Approved Resources ● **GCSS K-5 Writing Hub**	**Unit 4** **Different Perspectives, Different Points of View** **Small Group Resources:** ● Word Cards ● Cursive Writing Practice ● ePocket Charts ● Additional District Approved Resources	**Unit 3** **Describing Words** **Small Group Resources:** ● Grammar Strategy Bank ● Grammar Study Word Plays ● Word Cards ● Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** ● **Learning Continuum** ● **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 5 (Reading and Phonics), Unit 4 (Writing), Unit 3 Grammar
(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 5 **Technological Advancements** **Unit 5 Assessment** **Small Group Resources:** ● Leveled Texts ● Reader's Theater ● Responsive Teaching Toolkit ● Classroom Book Clubs ● Additional District Approved Resources	**Unit 4** **Expressing Our Opinions** **Small Group Resources:** ● Strategy Bank ● Additional District Approved Resources ● **GCSS K-5 Writing Hub**	**Unit 5** **Technological Advancements** **Small Group Resources:** ● Word Cards ● Cursive Writing Practice ● ePocket Charts ● Additional District Approved Resources	**Unit 3** **Describing Words** **Small Group Resources:** ● Grammar Strategy Bank ● Grammar Study Word Plays ● Word Cards ● Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** --- **Reports to inform instruction:** **AMIRA** **MAP Growth** ● **Learning Continuum** ● **Class Breakdown by RIT and Instructional Area** --- **Achieve3000**

Unit 6 (Reading and Phonics), Unit 4 (Writing), Unit 4 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 6 **Decisions, Decisions** **Unit 6 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 4** **Expressing Our Opinions** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 6** **Decisions, Decisions** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 4** **A Study of Punctuation** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 7 (Reading and Phonics), Unit 6 (Writing), Unit 4 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 7 **Communities Past and Present** **Unit 7 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 6** **Poetry from the Heart** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 7** **Communities Past and Present** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 4** **A Study of Punctuation** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 8 (Reading and Phonics), Unit 5 (Writing), Unit 5 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 8 **Earth's Surface** **Unit 8 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 5** **Test Taking as a Genre** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 8** **Earth's Surface** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 5** **Capitals, Punctuation, and Interjections** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Unit 9 (Reading and Phonics), Unit 7 (Writing), Unit 5 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 9 **Time, Money and Values** **Unit 9 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 7** **Writing about Our Planet** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 9** **Earth's Surface** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 5** **Capitals, Punctuation, and Interjections** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** --- **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** --- **Achieve3000**

Unit 10 (Reading and Phonics), Unit 7 (Writing), Unit 5 Grammar

(Standards; Clarity Document; Evidence Documents, Benchmark Alignment)

Reading	Writing	Phonics/Word Study	Grammar	Additional Resources
Unit 10 **Actions, Reactions, and Interactions** **Unit 10 Assessment** **Small Group Resources:** • Leveled Texts • Reader's Theater • Responsive Teaching Toolkit • Classroom Book Clubs • Additional District Approved Resources	**Unit 7** **Writing about Our Planet** **Small Group Resources:** • Strategy Bank • Additional District Approved Resources • **GCSS K-5 Writing Hub**	**Unit 10** **Actions, Reactions, and Interactions** **Small Group Resources:** • Word Cards • Cursive Writing Practice • ePocket Charts • Additional District Approved Resources	**Unit 5** **Capitals, Punctuation, and Interjections** **Small Group Resources:** • Grammar Strategy Bank • Grammar Study Word Plays • Word Cards • Use the "If..Then" creating small groups resource. Located in the Unit's additional resources.	**Inspire Milestone Resources** **Literacy-Based Science Tasks** **Benchmark Alignment by Lesson** **Reports to inform instruction:** **AMIRA** **MAP Growth** • **Learning Continuum** • **Class Breakdown by RIT and Instructional Area** **Achieve3000**

Mathematics Resources

Module	Title	Georgia Mathematics Standards	Module Resources	Est. Time
1	Multiplication and Division with Units of 2, 3, 4, 5, and 10	*3.PAR.3.2, 3.PAR.3.3, 3.PAR.3.6, 3.PAR.3.7*	Module1	5-6 Weeks
2	Place Value Concepts Through Metric Measurement	*3.NR.1.1, 3.NR.1.2, 3.NR.1.3, 3.NR.3.3, 3.MDR.5.1, 3.MDR.5.5, 3.PAR.2.1*	Module 2	5-6 Weeks
3	Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	*3.PAR.3.1, 3.PAR.3.2, 3.PAR.3.3, 3.PAR.3.5, 3.PAR.3.6, 3.PAR.3.7*	Module 3	5-6 Weeks
4	Multiplication and Area	*3.GSR.6.1, 3.GSR.6.2, 3.GSR.6.3, 3.GSR.7.1, 3.GSR.7.2, 3.GSR.7.3*	Module 4	4-5 Weeks
5	Fractions as Numbers	*3.NR.4.1, 3.NR.4.2, 3.NR.4.3, 3.NR.4.4, 3.MDR.5.4*	Module 5	5-6 Weeks
6	Geometry, Measurement, and Data	*3.MDR.5.1, 3.MDR.5.2, 3.MDR.5.3, 3.MDR.5.4, 3.GSR.6.2, 3.GSR.8.1, 3.GSR.8.2*	Module 6	5-6 Weeks

GMAS Percentages by Domain and Standard

3.NR.1	3.NR.4	3.PAR.2	3.PAR.3	3.MDR.5	3.GSR.6	3.GSR.7 & 3.GSR.8
10%	14%	10%	24%	18%	10%	14%

3rd Grade Math ALDs

Resources to Support Instruction

Resource	Purpose	Timeframe/Usage
GADOE Standards	The standards include comprehensive standards from the GADOE including Fundamentals, Strategies, and key information to clarify the standards	As Needed
GADOE Learning Progressions	The Learning Progressions allow teachers to see the vertical progression of concepts from one year to another	As Needed
Transition Resources & Summary of Changes For 2023-2024	These resources bridge the gap from the Georgia Standards of Excellence to the New Georgia Standards	As Needed: ONLY for the 2023-2024 School Year
Number Talks	Number Talks are designed to help students develop number sense, and increase strategies, fluency, discourse and reasoning skills *Recommendation: Use a Data Talk or WODB in lieu of a Number Talk*	Daily/Regularly, 5-10 minutes Whole Group or Small Group
Data Talks	Data Talks are designed to help students better analyze and draw conclusions from graphical displays of data, and increase discourse and reasoning skills	Once to twice per month, 5-10 minutes Whole Group or Small Group
Which One Doesn't Belong	WODB provides low-floor, high-ceiling activities to engage students in mathematical discourse and increase reasoning skills	Once to twice per month, 5-10 minutes Whole Group or Small Group
PhET or Desmos	Interactives from Phet or Desmos allow students to digitally interact with key ideas	As Needed, 15-30 minutes Individual or Small Group
Mathigon	Mathigon provides digital manipulatives allowing students to visually explore ideas. Mathigon also provides mathematical puzzles to engage and challenge students	Manipulatives: As Needed Puzzles: Small Groups
Small/Strategy Group Resource Other Small Group Resources	These resources were created for each module and contain an activity(ies) for each standard to do with small groups strategically as needed.	As Needed

Module 1- Multiplication and Division with Units of 2, 3, 4, 5, and 10

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
A **Conceptual Understanding of Multiplication**	**3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of multiplication **Success Criteria:** ☐ I can use concrete models to represent multiplication ☐ I can use visual representations to model multiplication ☐ I use part-whole strategies to represent multiplication ☐ I can solve practical multiplication problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to multiplication problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve multiplication problems within 100 **Success Criteria:** ☐ I can write a multiplication equation ☐ I can represent the unknown with a letter ☐ I can solve a multiplication problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, multiplication problems	 Multiply by 2

B **Conceptual Understanding of Division**	**3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of division **Success Criteria:** ☐ I can use concrete models to represent division ☐ I can use visual representations to model division ☐ I use part-whole strategies to represent division ☐ I can solve practical division problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve division problems within 100 **Success Criteria:** ☐ I can write a division equation ☐ I can represent the unknown with a letter ☐ I can solve a division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, division problems	
C **Properties of Multiplication**	**3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.3** Apply properties of operations (i.e., commutative	**Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single digit multiplication **Success Criteria:** ☐ I can use one strategy to solve a multiplication problem ☐ I can use more than one strategy to solve a multiplication problem ☐ I can use multiplication tables to help find patterns and relationships	 Strategies may include: repeated addition, equal sized groups, arrays, area models, equal jumps on a number line, and/or skip counting  Students are not expected to know or use the names of the properties of operations

	property, associative property, distributive property) to multiply and divide within 100. **3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.	**Standard(s): 3.PAR.3.3** **Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of multiplication **Success Criteria:** ☐ I can use concrete models to represent multiplication ☐ I can use visual representations to model multiplication ☐ I use part-whole strategies to represent multiplication ☐ I can solve practical multiplication problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to multiplication problems	Multiply by 10 Area Model Introduction
D **Two Interpretations of Division**	**3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.6** Solve practical, relevant problems involving	**Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single digit division **Success Criteria:** ☐ I can use one strategy to solve a division problem ☐ I can use more than one strategy to solve a division problem ☐ I can use multiplication tables to help find patterns and relationships	Relating Multiplication to Division

	multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of division **Success Criteria:** ☐ I can use concrete models to represent division ☐ I can use visual representations to model division ☐ I use part-whole strategies to represent division ☐ I can solve practical division problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve division problems within 100 **Success Criteria:** ☐ I can write a division equation ☐ I can represent the unknown with a letter ☐ I can solve a division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, division problems	
E **Application of Multiplication and Division Concepts**	**3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.3** Apply properties of operations (i.e., commutative property, associative	**Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single-digit multiplication and division **Success Criteria:** ☐ I can use one strategy to solve a multiplication or division problem ☐ I can use more than one strategy to solve a multiplication or division problem ☐ I can use multiplication tables to help find patterns and relationships **Standard(s): 3.PAR.3.3**	Multiply, Divide, & Factor

	property, distributive property) to multiply and divide within 100. **3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of multiplication and division **Success Criteria:** ☐ I can use concrete models to represent multiplication or division ☐ I can use visual representations to model multiplication or division ☐ I use part-whole strategies to represent multiplication or division ☐ I can solve practical division multiplication or problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division or multiplication problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve multiplication or division problems within 100 **Success Criteria:** ☐ I can write a multiplication or division equation ☐ I can represent the unknown with a letter ☐ I can solve a multiplication or division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, multiplication or division problems	

Module 2 - Place Value Concepts Through Metric Measurement

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
A **Understanding Place Value Concepts Through Metric Measurement**	**3.NR.1.1** Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form **3.NR.1.2** Use place value reasoning to compare multi-digit numbers up to 10,000 using >, =, < symbols to record the results of comparisons **3.MDR.5.5** Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units	**Standard(s): 3.NR.1.1** **Learning Target:** We are learning to read and write multi-digit whole numbers up to 10,000 **Success Criteria:** ☐ I can read numbers up to 1,000 ☐ I can write numbers up to 1,000 using base-ten numerals ☐ I can write numbers up to 1,000 using expanded form ☐ I can read numbers up to 10,000 ☐ I can write numbers up to 10,000 using base-ten numerals ☐ I can write numbers up to 10,000 using expanded form ☐ I can flexibly compose numbers ☐ I can flexibly decompose numbers **Standard(s): 3.NR.1.2** **Learning Target:** We are learning to compare multi-digit numbers up to 10,000 **Success Criteria:** ☐ I can use place value reasoning to compare numbers up to 1,000 ☐ I can use the symbols <, >, and = to compare numbers up to 1,000 ☐ I can use place value reasoning to compare numbers up to 10,000 ☐ I can use the symbols <, >, and = to compare numbers up to 10,000 ☐ I can create bar graphs to represent numerical data ☐ I can create dot plots to represent numerical data ☐ I can analyze the data in bar graphs or dot plots to compare multi-digit numbers **Standard(s): 3.MDR.5.5** **Learning Target:** We are learning to estimate and measure using customary units	3.NR.1.1 and 3.NR.1.2 are not addressed in EM2. Please use the following resources from GADOE to support these standards: Numbers to 1,000 Base 10 Robots Counting Collections Guess My Number Numbers to 10,000 Build and Compare Mathematical Modeling/Camping Three Other Ways --- The standard 3.MDR.5.5 states mass, but then states customary units. In 5th grade students will learn that mass is metric and weight is customary. Although the standard mentions mass, it may be clearer to students to use the term “weight” when teaching these concepts. Success criteria reflect the use of “weight”

	within the customary system.	**Success Criteria:** ☐ I can estimate liquid volumes (fluid ounces, cups, pints, quarts, gallons) ☐ I can estimate lengths (inches, feet, yards, miles) ☐ I can estimate weights of objects (ounces, pounds, tons) ☐ I can measure liquid volumes ☐ I can measure lengths ☐ I can measure weights ☐ I can record my measurements in a 2-column table ☐ I can compare liquid volume by using different capacity containers ☐ I can solve problems involving liquid volume ☐ I can solve problems involving lengths ☐ I can solve problems involving weight	
B **Rounding to the Nearest Ten and Hundred**	**3.NR.1.3** Use place value understanding to round whole numbers up to 1000 to the nearest 10 or 100. **3.PAR.2.1** Fluently add and subtract within 1000 to solve problems. **3.PAR.2.2** Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these	**Standard(s): 3.NR.1.3** **Learning Target:** We are learning to round numbers within 1,000 **Success Criteria:** ☐ I can identify my rules for rounding up ☐ I can identify my rules for rounding down ☐ I can round a number to the nearest 10 ☐ I can round numbers within 100 ☐ I can round a number to the nearest 100 ☐ I can use a number line to support rounding ☐ I can round numbers within 1,000 **Standard(s): 3.PAR.2.1** **Learning Target:** We are learning to fluently add and subtract within 1,000 **Success Criteria:** ☐ I can use one strategy to solve addition problems accurately and efficiently ☐ I can use more than one strategy to solve addition problems accurately and efficiently ☐ I can use one strategy to solve subtraction problems accurately and efficiently	3.NR.1.3 is only addressed in Topic. If needed, please use the following resources from GADOE to support these standards: Mathematical Modeling/Camping Island Hop World Record Auditions Shake, Rattle, and Roll --- 3.PAR.2.2 is not addressed in EM2. Please use the following resources from GADOE to support this standard: Analyzing and Interpreting Data Happy to Eat Healthy

	problems using equations with a letter standing for the unknown quantity. Justify solutions	☐ I can use more than one strategy to solve subtraction problems accurately and efficiently **Standard(s): 3.PAR.2.2** **Learning Target:** We are learning to add and subtract within 10,000 **Success Criteria:** ☐ I can use part-whole strategies to solve addition within 10,000 ☐ I can use properties of operations to solve addition within 10,000 ☐ I can use place value understanding to solve addition within 10,000 ☐ I can write an addition equation, using a letter for the unknown quantity ☐ I can justify my solution ☐ I can use part-whole strategies to solve subtraction within 10,000 ☐ I can use properties of operations to solve subtraction within 10,000 ☐ I can use place value understanding to solve subtraction within 10,000 ☐ I can write an addition equation, using a letter for the unknown quantity ☐ I can justify my solution	Oh! The Places You can Go! Beautiful Butterflies

C **Simplifying Strategies to Find Sums and Differences**	**3.PAR.2.1** Fluently add and subtract within 1000 to solve problems. **3.MDR.5.1** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	**Standard(s): 3.PAR.2.1** **Learning Target:** We are learning to fluently add and subtract within 1,000 **Success Criteria:** ☐ I can use one strategy to solve addition problems accurately and efficiently ☐ I can use more than one strategy to solve addition problems accurately and efficiently ☐ I can use one strategy to solve subtraction problems accurately and efficiently ☐ I can use more than one strategy to solve subtraction problems accurately and efficiently **Standard(s): 3.MDR.5.1** **Learning Target:** We are learning to solve everyday problems by asking questions and gathering information **Success Criteria:** ☐ I can ask a question that requires data collection ☐ I can gather data and/or information to answer my question ☐ I can make observations to answer my question ☐ I can use graphical displays to represent my gathered information ☐ I can solve everyday questions based on my gathered data	Supplemental resources will be needed to address the statistical investigative process of 3.MDR.5.1. Please use the following resources from GADOE to support this standard How Does it Measure Mathematical Modeling: The Dining Experience
D **Two- and Three-Digit Measurement Addition and Subtraction**	**3.PAR.2.1** Fluently add and subtract within 1000 to solve problems.	**Standard(s): 3.PAR.2.1** **Learning Target:** We are learning to fluently add and subtract within 1,000 **Success Criteria:** ☐ I can use one strategy to solve addition problems accurately and efficiently ☐ I can use more than one strategy to solve addition problems accurately and efficiently ☐ I can use one strategy to solve subtraction problems accurately and efficiently ☐ I can use more than one strategy to solve subtraction problems accurately and efficiently	

Module 3- Multiplication and Division with Units 0, 1, 6, 7, 8, and 9

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
A **Multiplication and Division Concepts with an Emphasis on Units of 6 and 8**	**3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.3** Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100. **3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single digit multiplication and division **Success Criteria:** ☐ I can use one strategy to solve a multiplication or division problem ☐ I can use more than one strategy to solve a multiplication or division problem ☐ I can use multiplication tables to help find patterns and relationships **Standard(s): 3.PAR.3.3** **Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of multiplication and division **Success Criteria:** ☐ I can use concrete models to represent multiplication or division ☐ I can use visual representations to model multiplication or division ☐ I use part-whole strategies to represent multiplication or division ☐ I can solve practical division multiplication or problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division or multiplication problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve multiplication or division problems within 100	PhET Multiply, Divide, & Factor

		Success Criteria: ☐ I can write a multiplication or division equation ☐ I can represent the unknown with a letter ☐ I can solve a multiplication or division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, multiplication or division problems	
B **Multiplication and Division Concepts with an Emphasis on the Unit of 7**	**3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.3** Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single digit multiplication and division **Success Criteria:** ☐ I can use one strategy to solve a multiplication or division problem ☐ I can use more than one strategy to solve a multiplication or division problem ☐ I can use multiplication tables to help find patterns and relationships **Standard(s): 3.PAR.3.3** **Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3.7**	3.PAR.3.4 is not addressed with EM2. Please use the following resources from GADOE to support this standard: Balancing Act

		Learning Target: We are learning to solve multiplication or division problems within 100 **Success Criteria:** ☐ I can write a multiplication or division equation ☐ I can represent the unknown with a letter ☐ I can solve a multiplication or division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, multiplication or division problems	
C **Analysis of Patterns Using Units of 9, 0, and 1**	**3.PAR.3.1** Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns. **3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division. **3.PAR.3.3** Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100. **3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole	**Standard(s): 3.PAR.3.1** **Learning Target:** We are learning to use patterns to make sense of multiplication **Success Criteria:** ☐ I can identify a pattern related to multiplication ☐ I can describe a pattern related to multiplication ☐ I can extend a pattern related to multiplication ☐ I can create a pattern related to multiplication ☐ I can make a prediction about a pattern ☐ I can use multiplication tables to help discover patterns **Standard(s): 3.PAR.3.2** **Learning Target:** We are learning to use a variety of strategies to represent single digit multiplication and division **Success Criteria:** ☐ I can use one strategy to solve a multiplication or division problem ☐ I can use more than one strategy to solve a multiplication or division problem ☐ I can use multiplication tables to help find patterns and relationships **Standard(s): 3.PAR.3.3**	

	strategies, visual representations, and/or concrete models.	**Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3.6** **Learning Target:** We are developing our understanding of multiplication and division **Success Criteria:** ☐ I can use concrete models to represent multiplication or division ☐ I can use visual representations to model multiplication or division ☐ I use part-whole strategies to represent multiplication or division ☐ I can solve practical division multiplication or problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division or multiplication problems	
D **Multiplication with Multiples of 10 and Further Application of Concepts**	**3.PAR.3.1** Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns. **3.PAR.3.2** Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and	**Standard(s): 3.PAR.3.1** **Learning Target:** We are learning to use patterns to make sense of multiplication **Success Criteria:** ☐ I can identify a pattern related to multiplication ☐ I can describe a pattern related to multiplication ☐ I can extend a pattern related to multiplication ☐ I can create a pattern related to multiplication ☐ I can make a prediction about a pattern ☐ I can use multiplication tables to help discover patterns **Standard(s): 3.PAR.3.2**	**3.PAR.3.5** is only addressed in this Topic. If necessary, please use the following resources from GADOE to support this standard: Savvy Shopper Multiply by Multiples of 10

	division. **3.PAR.3.3** Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100. **3.PAR.3.5** Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90. **3.PAR.3.6** Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. **3.PAR.3.7** Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Learning Target:** We are learning to use a variety of strategies to represent single digit multiplication and division **Success Criteria:** ☐ I can use one strategy to solve a multiplication or division problem ☐ I can use more than one strategy to solve a multiplication or division problem ☐ I can use multiplication tables to help find patterns and relationships **Standard(s): 3.PAR.3.3** **Learning Target:** I can apply properties of operations to multiply within 100 **Success Criteria:** ☐ I can apply the commutative property of multiplication ☐ I can apply the associative property of multiplication ☐ I can apply the distributive property **Standard(s): 3.PAR.3,5** **Learning Target:** We are learning to multiply one digit whole numbers by multiples of 10 **Success Criteria:** ☐ I can use place value reasoning to multiply one digit numbers by multiples of 10 ☐ I can use properties of operations to multiply one digit numbers by multiples of 10 ☐ I can explain what it means to be 10x larger than another number **Standard(s): 3.PAR.3.6**	

		Learning Target: We are developing our understanding of multiplication and division **Success Criteria:** ☐ I can use concrete models to represent multiplication or division ☐ I can use visual representations to model multiplication or division ☐ I use part-whole strategies to represent multiplication or division ☐ I can solve practical division multiplication or problems within 100 ☐ I can create bar graphs, pictographs, and dot plots ☐ I can read bar graphs, pictographs, and dot plots ☐ I can relate bar graphs, pictographs, and dot plots to division or multiplication problems **Standard(s): 3.PAR.3.7** **Learning Target:** We are learning to solve multiplication or division problems within 100 **Success Criteria:** ☐ I can write a multiplication or division equation ☐ I can represent the unknown with a letter ☐ I can solve a multiplication or division problem ☐ I can explain and justify the solution ☐ I can assess the reasonableness of my solution ☐ I can solve multi-step, authentic, multiplication or division problems	

Module 4 - Multiplication and Area

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
1-A **Attributes of Geometric Shapes** **This Topic is not in EM2. This Topic was added in because these standards are not addressed in EM2.**	**3.GSR.6.1** Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles. **3.GSR.6.2** Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures. **3.GSR.6.3** Identify lines of symmetry in polygons.	**Standard(s): 3.GSR.6.1** **Learning Target:** We are learning to identify types of lines and right angles in polygons **Success Criteria:** ☐ I can describe parallel line segments ☐ I can describe perpendicular line segments ☐ I can identify parallel line segments in polygons ☐ I can identify perpendicular line segments in polygons ☐ I can describe a right angle ☐ I can identify a right angle in polygons ☐ I can solve problems involving parallel line segments ☐ I can solve problems involving perpendicular line segments ☐ I can solve problems involving right angles **Standard(s): 3.GSR.6.2** **Learning Target:** We are learning to classify, compare and contrast polygons **Success Criteria:** ☐ I can identify a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can describe the attributes of a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can classify a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can find similarities between a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can find differences between a square, rectangle, rhombus, parallelogram, trapezoid, and kite	3.GSR.6.1 and 3.GSR.6.3 are not addressed in EM2. Please use the following resources from GADOE to support these standards: The Class Mascot Angles and Lines Investigating Quadrilaterals Geometry City Quadrilateral Scavenger Hunt Symmetry in Shapes

		☐ I can identify properties of polygons including angles, side lengths, symmetry, congruence, and the presence or absence of parallel perpendicular lines ☐ I can distinguish between right angles, acute angles, and obtuse angles **Standard(s): 3.GSR.6.3** **Learning Target:** We are learning to identify lines of symmetry in polygons **Success Criteria:** ☐ I can describe a line of symmetry ☐ I can find lines of symmetry in quadrilaterals ☐ I can find lines of symmetry in polygons	

A **Foundations for Understanding Area**	**3.GSR.7.1** Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space). **3.GSR.7.2** Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting. **3.GSR.7.3** Discover and explain how area can be found by multiplying the dimensions of a rectangle.	**Standard(s): 3.GSR.7.1** **Learning Target:** We are learning to find the area of a rectangle **Success Criteria:** ☐ I can use a repeating non-standard unit square to cover a rectangle ☐ I can use non-standard unit square with no gaps or overlaps ☐ I can determine the total area of the rectangle ☐ I can find the area of a rectangle for realistic situations **Standard(s): 3.GSR.7.2** **Learning Target:** We are learning to find area of a rectangles by tiling and counting **Success Criteria:** ☐ I can cover a rectangle by tiling with no gaps or overlaps ☐ I can count the tiles to solve for the area of a rectangle ☐ I can cover a composite shape (made of rectangles) by tiling ☐ I can count the tiles of the composite shape to solve for the area ☐ I can solve real-world relevant problems, including word problems, for area **Standard(s): 3.GSR.7.3** **Learning Target:** We are learning to find area with multiplication **Success Criteria:** ☐ I can relate area to multiplication using arrays ☐ I can describe the dimensions of a rectangle as length and width OR base and height ☐ I can use the correct units for area ☐ I can use multiplication to find the area of a rectangle	

B **Concepts of Area Measurement**	**3.GSR.7.2** Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting. **3.GSR.7.3** Discover and explain how area can be found by multiplying the dimensions of a rectangle.	**Standard(s): 3.GSR.7.2** **Learning Target:** We are learning to find area of a rectangles by tiling and counting **Success Criteria:** ☐ I can cover a rectangle by tiling with no gaps or overlaps ☐ I can count the tiles to solve for the area of a rectangle ☐ I can cover a composite shape (made of rectangles) by tiling ☐ I can count the tiles of the composite shape to solve for the area ☐ I can solve real-world relevant problems, including word problems, for area **Standard(s): 3.GSR.7.3** **Learning Target:** We are learning to find area with multiplication **Success Criteria:** ☐ I can relate area to multiplication using arrays ☐ I can describe the dimensions of a rectangle as length and width OR base and height ☐ I can use the correct units for area ☐ I can use multiplication to find the area of a rectangle	 Area of Rectangles *The GADOE is still in the progress of developing the Unit Plans. This link will bring you to the correct Unit Plan, but you will need to located the link for this activity.
C **Applying Properties of Operations to Area**	**3.GSR.7.2** Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting. **3.GSR.7.3**Discover and explain how area can be found by multiplying the dimensions of a rectangle.	**Standard(s): 3.GSR.7.2** **Learning Target:** We are learning to find area of a rectangles by tiling and counting **Success Criteria:** ☐ I can cover a rectangle by tiling with no gaps or overlaps ☐ I can count the tiles to solve for the area of a rectangle ☐ I can cover a composite shape (made of rectangles) by tiling ☐ I can count the tiles of the composite shape to solve for the area ☐ I can solve real-world relevant problems, including word problems, for area	

		Standard(s): 3.GSR.7.3 **Learning Target:** We are learning to find area with multiplication **Success Criteria:** ☐ I can relate area to multiplication using arrays ☐ I can describe the dimensions of a rectangle as length and width OR base and height ☐ I can use the correct units for area ☐ I can use multiplication to find the area of a rectangle	
D **Applications of Area**	**3.GSR.7.1** Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space). **3.GSR.7.2** Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting. **3.GSR.7.3** Discover and explain how area can be found by multiplying the dimensions of a rectangle.	**Standard(s): 3.GSR.7.1** **Learning Target:** We are learning to find the area of a rectangle **Success Criteria:** ☐ I can use a repeating non-standard unit square to cover a rectangle ☐ I can use non-standard unit square with no gaps or overlaps ☐ I can determine the total area of the rectangle ☐ I can find the area of a rectangle for realistic situations **Standard(s): 3.GSR.7.2** **Learning Target:** We are learning to find area of a rectangles by tiling and counting **Success Criteria:** ☐ I can cover a rectangle by tiling with no gaps or overlaps ☐ I can count the tiles to solve for the area of a rectangle ☐ I can cover a composite shape (made of rectangles) by tiling ☐ I can count the tiles of the composite shape to solve for the area ☐ I can solve real-world relevant problems, including word problems, for area	

		Standard(s): 3.GSR.7.3 **Learning Target:** We are learning to find area with multiplication **Success Criteria:** ☐ I can relate area to multiplication using arrays ☐ I can describe the dimensions of a rectangle as length and width OR base and height ☐ I can use the correct units for area ☐ I can use multiplication to find the area of a rectangle	

Module 5- Fractions as Numbers

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
A **Partition a Whole into Equal Parts**	**3.NR.4.1** Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.	**Standard(s): 3.NR.4.1** **Learning Target:** We are learning to identify unit fractions and use them to form non-unit fractions **Success Criteria:** ☐ I can identity a unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a unit fraction with parts of a whole ☐ I can describe a unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a unit fraction using points on a number line ☐ I can describe a unit fraction using distances on a number line ☐ I can describe a unit fraction using an area model ☐ I can explain how a non-unit fraction is formed with multiple copies of a unit fraction ☐ I can identity a non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a non-unit fraction with parts of a whole ☐ I can describe a non-unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a non-unit fraction using points on a number line ☐ I can describe a non-unit fraction using distances on a number line ☐ I can describe a non-unit fraction using an area model ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc…	Unit Fraction *The GADOE is still in the progress of developing the Unit Plans. This link will bring you to the correct Unit Plan, but you will need to located the link for this activity. Fractions: Intro
B	**3.NR.4.1** Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit	**Standard(s): 3.NR.4.1** **Learning Target:** We are learning to identify unit fractions and use them to form non-unit fractions	The following standard(s) are covered in a different grade. Please modify/omit lessons as

Unit Fractions and Their Relationship to the Whole	fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models. **3.NR.4.2** Compare two unit fractions by flexibly using a variety of tools and strategies. **3.NR.4.4** Recognize and generate simple equivalent fractions.	**Success Criteria:** ☐ I can identity a unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a unit fraction with parts of a whole ☐ I can describe a unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a unit fraction using points on a number line ☐ I can describe a unit fraction using distances on a number line ☐ I can describe a unit fraction using an area model ☐ I can explain how a non-unit fraction is formed with multiple copies of a unit fraction ☐ I can identity a non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a non-unit fraction with parts of a whole ☐ I can describe a non-unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a non-unit fraction using points on a number line ☐ I can describe a non-unit fraction using distances on a number line ☐ I can describe a non-unit fraction using an area model ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… **Standard(s): 3.NR.4.2** **Learning Target:** We are learning to compare two unit fractions **Success Criteria:** ☐ I can use one strategy to compare unit fractions ☐ I can use a variety of strategies to compare unit fractions ☐ I can compare unit fractions with the symbols <, >, and = ☐ I can reason that two fractions can only be compared when they are comparing the same whole	needed to stay in alignment with 3rd grade learning expectations. **4.NR.4.2**Compare two fractions with the same numerator or the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole. ---  Lesson 10 is partially aligned to a 4th Grade Standard. Please review the lesson and modify/omit it based on your students needs.  Fractions: Equality

		Standard(s): 3.NR.4.4 **Learning Target:** We are learning to make equivalent fractions **Success Criteria:** ☐ I can identify the relationship between halves, quarters, and eights ☐ I can identify the relationship between thirds, and sixths ☐ I can identify that two fractions are equivalent when they are on the same location on a number line ☐ I can express a whole number as a fraction ☐ I can recognize when a fraction is equivalent to a whole number	
C **Fractions on the Number Line**	**3.NR.4.1** Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models. **3.NR.4.3** Represent fractions, including fractions greater than one, in multiple ways. **3.NR.4.4** Recognize and generate simple equivalent fractions. **3.MDR.5.4** Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.	**Standard(s): 3.NR.4.1** **Learning Target:** We are learning to identify unit fractions and use them to form non-unit fractions **Success Criteria:** ☐ I can identity a unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a unit fraction with parts of a whole ☐ I can describe a unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a unit fraction using points on a number line ☐ I can describe a unit fraction using distances on a number line ☐ I can describe a unit fraction using an area model ☐ I can explain how a non-unit fraction is formed with multiple copies of a unit fraction ☐ I can identity a non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a non-unit fraction with parts of a whole ☐ I can describe a non-unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a non-unit fraction using points on a number line ☐ I can describe a non-unit fraction using distances on a number line ☐ I can describe a non-unit fraction using an area model	Build a Fraction Fraction Matcher

		☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… **Standard(s): 4.NR.4.3** **Learning Target:** We are learning at representing fractions in multiple ways **Success Criteria:** ☐ I can identity a unit fraction and non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… ☐ I can represent fractions less than one ☐ I can represent fractions equal to one ☐ I can represent fractions greater than on **Standard(s): 3.NR.4.4** **Learning Target:** We are learning to make equivalent fractions **Success Criteria:** ☐ I can identify the relationship between halves, quarters, and eights ☐ I can identify the relationship between thirds, and sixths ☐ I can identify that two fractions are equivalent when they are on the same location on a number line ☐ I can express a whole number as a fraction ☐ I can recognize when a fraction is equivalent to a whole number **Standard(s): 3.MDR.5.4** **Learning Target:** We are learning to measure lengths to the half, and fourth (quarter) of an inch **Success Criteria:** ☐ I can measure a length to the nearest inch ☐ I can measure a length to the nearest half inch ☐ I can measure a length to the nearest quarter inch	

D **Comparing Fractions**	**3.NR.4.1** Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models. **3.NR.4.2** Compare two unit fractions by flexibly using a variety of tools and strategies. **3.NR.4.3** Represent fractions, including fractions greater than one, in multiple ways. **3.NR.4.4** Recognize and generate simple equivalent fractions.	**Standard(s): 3.NR.4.1** **Learning Target:** We are learning to identify unit fractions and use them to form non-unit fractions **Success Criteria:** ☐ I can identity a unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a unit fraction with parts of a whole ☐ I can describe a unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a unit fraction using points on a number line ☐ I can describe a unit fraction using distances on a number line ☐ I can describe a unit fraction using an area model ☐ I can explain how a non-unit fraction is formed with multiple copies of a unit fraction ☐ I can identity a non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a non-unit fraction with parts of a whole ☐ I can describe a non-unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a non-unit fraction using points on a number line ☐ I can describe a non-unit fraction using distances on a number line ☐ I can describe a non-unit fraction using an area model ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc…	 The following standard(s) are covered in a different grade. Please modify/omit lessons as needed to stay in alignment with 3rd grade learning expectations. **4.NR.4.2**Compare two fractions with the same numerator or the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole.

		Standard(s): 3.NR.4.2 **Learning Target:** We are learning to compare two unit fractions **Success Criteria:** ☐ I can use one strategy to compare unit fractions ☐ I can use a variety of strategies to compare unit fractions ☐ I can compare unit fractions with the symbols <, >, and = ☐ I can reason that two fractions can only be compared when they are comparing the same whole **Standard(s): 4.NR.4.3** **Learning Target:** We are learning at representing fractions in multiple ways **Success Criteria:** ☐ I can identity a unit fraction and non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… ☐ I can represent fractions less than one ☐ I can represent fractions equal to one ☐ I can represent fractions greater than one **Standard(s): 3.NR.4.4** **Learning Target:** We are learning to make equivalent fractions **Success Criteria:** ☐ I can identify the relationship between halves, quarters, and eights ☐ I can identify the relationship between thirds, and sixths ☐ I can identify that two fractions are equivalent when they are on the same location on a number line ☐ I can express a whole number as a fraction ☐ I can recognize when a fraction is equivalent to a whole number	

E **Equivalent Fractions**	**3.NR.4.1** Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models. **3.NR.4.2** Compare two unit fractions by flexibly using a variety of tools and strategies. **3.NR.4.3** Represent fractions, including fractions greater than one, in multiple ways. **3.NR.4.4** Recognize and generate simple equivalent fractions.	**Standard(s): 3.NR.4.1** **Learning Target:** We are learning to identify unit fractions and use them to form non-unit fractions **Success Criteria:** ☐ I can identity a unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a unit fraction with parts of a whole ☐ I can describe a unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a unit fraction using points on a number line ☐ I can describe a unit fraction using distances on a number line ☐ I can describe a unit fraction using an area model ☐ I can explain how a non-unit fraction is formed with multiple copies of a unit fraction ☐ I can identity a non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can describe a non-unit fraction with parts of a whole ☐ I can describe a non-unit fraction with parts of a set (not to exceed a set of 24) ☐ I can describe a non-unit fraction using points on a number line ☐ I can describe a non-unit fraction using distances on a number line ☐ I can describe a non-unit fraction using an area model ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… **Standard(s): 3.NR.4.2** **Learning Target:** We are learning to compare two unit fractions **Success Criteria:** ☐ I can use one strategy to compare unit fractions ☐ I can use a variety of strategies to compare unit fractions ☐ I can compare unit fractions with the symbols <, >, and = ☐ I can reason that two fractions can only be compared when they are comparing the same whole	 The following standard(s) are covered in a different grade. Please modify/omit lessons as needed to stay in alignment with 3rd grade learning expectations. **4.NR.4.2**Compare two fractions with the same numerator or the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole.

		Standard(s): 4.NR.4.3 **Learning Target:** We are learning at representing fractions in multiple ways **Success Criteria:** ☐ I can identity a unit fraction and non-unit fraction with the denominator 2, 3, 4, 6 and 8 ☐ I can use a variety of tools to model fractions, including cuisenaire rods, fraction tiles, fraction strips, fraction bars, fraction towers, number lines, etc… ☐ I can represent fractions less than one ☐ I can represent fractions equal to one ☐ I can represent fractions greater than one **Standard(s): 3.NR.4.4** **Learning Target:** We are learning to make equivalent fractions **Success Criteria:** ☐ I can identify the relationship between halves, quarters, and eights ☐ I can identify the relationship between thirds, and sixths ☐ I can identify that two fractions are equivalent when they are on the same location on a number line ☐ I can express a whole number as a fraction ☐ I can recognize when a fraction is equivalent to a whole number	

Module 6 - Geometry, Measurement, and Data

Topic	Standard(s)	Learning Targets & Success Criteria	Supporting Resources & Information
A **Tell Time and Solve Time Interval Problems**	**3.MDR.5.2** Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock. **3.MDR.5.3** Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.	**Standard(s): 3.MDR.5.2** **Learning Target:** We are learning to tell time to the nearest minute **Success Criteria:** ☐ I can use an analog clock to tell time to the nearest 5 minutes ☐ I can use an analog clock to tell time to the nearest minute ☐ I can write time to the nearest minute ☐ I can use an analog clock and estimate the time to the nearest quarter hour **Standard(s): 3.MDR.5.3** **Learning Target:** I can solve elapsed time problems within either a.m. or p.m. **Success Criteria:** ☐ I can use a strategy to solve elapsed time ☐ I can use more than one strategy to solve elapsed time ☐ I can solve elapsed time to the hour ☐ I can solve elapsed time to the half hour ☐ I can solve elapsed time to the quarter hour	3.MDR.5.2 & 3.MDR.5.3 are only addressed in this Topic. Please use the following resources from GADOE to support this standard Mathematical Modeling: The Dining Experience Game Time Time to Get Clean Daily Schedule
B **Attributes of Two-Dimensional Figures**	**3.GSR.6.2** Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.	**Standard(s): 3.GSR.6.2** **Learning Target:** We are learning to classify, compare and contrast polygons **Success Criteria:** ☐ I can identify a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons	Basic Quadrilaterals *The GADOE is still in the progress of developing the Unit Plans. This link will bring you to the correct Unit Plan, but you will need to located the link for this activity.

		☐ I can describe the attributes of a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can classify a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can find similarities between a square, rectangle, rhombus, parallelogram, trapezoid, kite, and other polygons ☐ I can find differences between a square, rectangle, rhombus, parallelogram, trapezoid, and kite ☐ I can identify properties of polygons including angles, side lengths, symmetry, congruence, and the presence or absence of parallel perpendicular lines ☐ I can distinguish between right angles, acute angles, and obtuse angles	
C **Problem Solving with Perimeter**	**3.GSR.8.1** Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons. **3.GSR.8.2** Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	**Standard(s): 3.GSR.8.1** **Learning Target:** We are learning to solve perimeter **Success Criteria:** ☐ I can explain that perimeter represents the distance around a polygon ☐ I can determine the perimeter of a polygon when given the side lengths ☐ I can find the perimeter of common polygons (triangles, quadrilaterals, pentagon, hexagon) ☐ I can find the perimeter of polygons with up to 10 sides ☐ I can solve the perimeter of regular polygons ☐ I can solve the perimeter of irregular polygons ☐ I can determine a side length when given the perimeter **Standard(s): 3.GSR.8.2**	 Area & Perimeter

		Learning Target: We are learning how rectangles with the same perimeter can have different areas, and how rectangles with the same area can have different areas **Success Criteria:** ☐ I can create different rectangles with the same perimeter ☐ I can solve for the area of each unique rectangle ☐ I can create different rectangles with the same area ☐ I can solve for the perimeter of each unique rectangle ☐ I can describe how rectangles with the same perimeter can have different areas ☐ I can describe how rectangles with the same area can have different perimeters ☐ I can solve relevant mathematical problems, including word problems, to solve area & perimeter problems.	

D **Collecting and Displaying Data**	**3.MDR.5.1** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life. **3.MDR.5.4** Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch. **3.GSR.8.1** Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons. **3.GSR.8.2** Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	**Standard(s): 3.MDR.5.1** **Learning Target:** We are learning to solve everyday problems by asking questions and gathering information **Success Criteria:** ☐ I can ask a question that requires data collection ☐ I can gather data and/or information to answer my question ☐ I can make observations to answer my question ☐ I can use graphical displays to represent my gathered information ☐ I can solve everyday questions based on my gathered data **Standard(s): 3.MDR.5.4** **Learning Target:** We are learning to measure lengths to the half, and fourth (quarter) of an inch **Success Criteria:** ☐ I can measure a length to the nearest inch ☐ I can measure a length to the nearest half inch ☐ I can measure a length to the nearest quarter inch **Standard(s): 3.GSR.8.1** **Learning Target:** We are learning to solve perimeter **Success Criteria:** ☐ I can explain that perimeter represents the distance around a polygon ☐ I can determine the perimeter of a polygon when given the side lengths ☐ I can find the perimeter of common polygons (triangles, quadrilaterals, pentagon, hexagon) ☐ I can find the perimeter of polygons with up to 10 sides ☐ I can solve the perimeter of regular polygons	Supplemental resources will be needed to address the statistical investigative process of 3.MDR.5.1. Please use the following resources from GADOE to support this standard How Does it Measure Mathematical Modeling: The Dining Experience

		☐ I can solve the perimeter of irregular polygons ☐ I can determine a side length when given the perimeter **Standard(s): 3.GSR.8.2** **Learning Target:** We are learning how rectangles with the same perimeter can have different areas, and how rectangles with the same area can have different areas **Success Criteria:** ☐ I can create different rectangles with the same perimeter ☐ I can solve for the area of each unique rectangle ☐ I can create different rectangles with the same area ☐ I can solve for the perimeter of each unique rectangle ☐ I can describe how rectangles with the same perimeter can have different areas ☐ I can describe how rectangles with the same area can have different perimeters ☐ I can solve relevant mathematical problems, including word problems, to solve area & perimeter problems.	

Science Resources

Topic(s)	Georgia Standards of Excellence	Unit Resources *Click hyperlinks to be directed*	Est. Time	Est. Dates
Rocks and Soils	*S3E1a, S3E1b, S3E1c*	Unit 1	3 Weeks	August 24 – September 11
Fossils	*S3E2a, S3E2b*	Unit 2	3 Weeks	October 5 – October 23
Geographic Regions of Georgia	*S3L1a, S3L1b, S3L1c*	Unit 3	3 Weeks	November 30 – December 18
Under the Sun	*S3P1a, S3P1b, S3P1c*	Unit 4	4 Weeks	February 15 – March 12
Pollution and Conservation	*S3L2a, S3L2b*	Unit 5	3 Weeks	March 29 – April 23

 **Assessment (Formative/Summative)**

 **Hands-on Lab**

 **Online Simulation/lab/interactive**

 **5E Lesson/Unit Plan**

Literacy-Based Science Tasks

Unit 1- Rocks and Soils

S3E1a, S3E1b, S3E1c

S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.
a. Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests.
(Clarification statement: Mohs scale should be studied at this level. Cleavage, streak and the classification of rocks as sedimentary, igneous, and metamorphic are studied in sixth grade.)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning to classify rocks by their physical attributes. **Success Criteria:** I will know I'm successful when I can… ❑ I can describe a rocks physical attributes: color, texture, luster, and hardness. ❑ I can notice patterns in the physical attributes of different rocks. ❑ I can classify rocks based on color, texture, and hardness. ❑ I can describe how to classify rocks by hardness using a Mohs scale. ❑ I can utilize Mohs scale to classify rocks	3rd Grade Teacher Notes (pg 2-4) GPB Let's Learn Video/Activity: Rock Quarry GaDOE Learning Plan: Rocks and Soils of Georgia GaDOE Phenomena Task: Rocks Picture Perfect Text: More Picture Perfect Science Lesson: If You Find a Rock

S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.
b. Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning properties of soil and soil types. **Success Criteria:** I will know I am successful when I can . . . ❑ I can investigate and describe properties of sand (color, texture, ability to hold water, ability to grow plants in). ❑ I can investigate and describe properties of silt (color, texture, ability to hold water, ability to grow plants in). ❑ I can investigate and describe properties of clay (color, texture, ability to hold water, ability to grow plants in). ❑ I can investigate and describe properties of loam (color, texture, ability to hold water, ability to grow plants in).	3rd Grade Teacher Notes (pg 5-7) GaDOE Phenomena Task Properties of Soil GPB Soil - Taking it Apart GaDOE Learning Plan: Rocks and Soils of Georgia Achieve3000 Article: Good Seeds, Bad Soil, All About Dirt

S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.
c. Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.
(Clarification statement: Examples could include ripples in dirt on a playground and a hole formed under gutters.)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning how water and wind have made changes to soil and rocks over time. **Success Criteria:** I will know I am successful when I can . . . ❑ I can observe and compare how water changes soil and rocks over time. ❑ I can model changes to soil and rocks using water. ❑ I can observe and compare how wind changes soil and rocks over time. ❑I can model changes to soil and rocks using wind. ❑ I can describe the difference between weathering and erosion. ❑ I can use data to explain if/how water and wind change soil and rocks over time	3rd Grade Teacher Notes (pg 8) GaDOE Learning Plan: Rocks and Soils of Georgia District Unit Assessment via Unify Test ID: 2625115

Unit 2- Fossils

S3E2a, S3E2b

S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.
a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning how fossils are evidence of past organisms and their environments. **Success Criteria:** I will know I'm successful when I can… ❑ I can observe fossils to gather evidence of past organisms. ❑ I can make predictions of an organisms environment based on other fossils present. ❑ I can describe past environments by observing fossils from that time and place	3rd Grade Teacher Notes (pg 9-10) GaDOE Literacy Task: Fossils GaDOE Phenomena Task: Evidence of Past Organisms Picture Perfect Text: Even More Picture Perfect Science Lessons K-5: Fossils Tell of Long Ago

S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.
b. Develop a model to describe the sequence and conditions required for an organism to become fossilized.
(Clarification statement: Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning how an organism can become fossilized. **Success Criteria:** I will know I am successful when I can . . . ❑ I can identify characteristics of a fossil. ❑ I can research and describe how fossils are formed. ❑ I can develop a model to describe conditions needed for an organism to become fossilized.	3rd Grade Teacher Notes (pg 11) GaDOE Phenomena Task: Fossils District Unit Assessment via Unify Test ID: 2629153

Unit 3-Geographic Regions of Georgia

S3L1a, S3L1b, S3L1c

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia
a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning to compare plants, animals, and habitats in Georgia's Geographic regions. **Success Criteria:** I will know I'm successful when I can… ❑ I can explore and identify Georgia's geographic regions. ❑ I can describe the plants, animals, and habitat of the Blue Ridge Mountains. ❑ I can describe the plants, animals, and habitat of the Piedmont. ❑ I can describe the plants, animals, and habitat of the Coastal Plains. ❑ I can describe the plants, animals, and habitat of the Valey and Ridge. ❑ I can describe the plants, animals, and habitat of the Appalachian Plateau. ❑I can compare and contrast the plants, animals, and habitats found in Georgia's geographic regions.	 3rd Grade Teacher Notes (pg 16-18)  GaDOE Phenomena Tasks: Habitats of Georgia  GaDOE Multimodality Tasks: Plants and Animals of Georgia's Regions  GaDOE Learning Plan: Plants and Animals of Georgia's Geographic Regions

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.
b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: We are learning features and adaptations of animals that help them survive in their habitat. **Success Criteria:** I will know I am successful when I can . . . ❑ I can define and give examples of animals using camouflage. ❑I can define and give examples of animals using hibernation. ❑I can define and give examples of animals using migration. ❑I can define and give examples of animals using mimicry. ❑ I can explain how external features and adaptations allow animals to survive in their habitat.	3rd Grade Teacher Notes (pg 18-19) GaDOE Phenomena Task: Adaptations NOAA's The Great Plankton Race Migrating Monarchs Video Picture Perfect Text: Even More Picture Perfect Science Lessons: Unbeatable Beaks and Ducks Don't Get Wet

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia
c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning why some organisms can thrive in one habitat and not in another. **Success Criteria:** I will know I am successful when I can . . . ❑ I can identify and explain similarities of plants, animals, and habitats within the same region of Georgia. ❑I can identify and explain differences between plants, animals, and habitats within the different regions of Georgia. ❑I can use examples of plant and animal characteristics that help them survive their habitat. ❑ I can use my evidence to explain why some organisms	3rd Grade Teacher Notes (pg 20) GaDOE Phenomena Task: Adaptations GaDOE Learning Plan: Plants and Animals of Georgia's Geographic Regions Picture Perfect Text: More Picture Perfect Science Lessons: Wiggling Worms District Unit Assessment via Unify Test ID: 2650356

Unit 4- Under the Sun

S3P1a, S3P1b, S3P1c

S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.
a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning to identify sources of heat energy. **Success Criteria:** I will know I'm successful when I can… ❑ I can observe and ask questions about different sources of heat. ❑ I can conduct investigations to identify different sources of heat energy.	3rd Grade Teacher Notes (pg 12-13) GaDOE Learning Plan: Heat Energy Transfer Georgia Power in-classroom field trip (free): Book via this website link. **permission from principal prior to booking required** Picture Perfect Text: Picture Perfect STEM lessons K-2: Feel the Heat

S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.
b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.
(Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning to use thermometers to measure the effect of sunlight on objects. **Success Criteria:** I will know I am successful when I can . . . ❑ I can explore and explain how to use a thermometer using both Fahrenheit and Celsius. ❑I can use a thermometer to collect data on the effect of the sunlight on different objects. ❑I can use my data to create a chart (or table) to show the effect of sunlight on different objects.	3rd Grade Teacher Notes (pg 14) GaDOE Phenoemena Task: Sunlight Absorption GaDOE Learning Plan: Heat Energy Transfer GPB Temperature Scavenger Hunt

S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.
c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.
(Clarification statement: Conduction, convection, and radiation are taught in upper grades.)

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: We are learning to create a device that will increase/decrease the warming effects of sunlight on various materials. **Success Criteria:** I will know I am successful when I can . . . ❑ I can explore and identify ways to decrease the warming effects of sunlight on different materials. ❑ I can explore and identify ways to increase the warming effects of sunlight on different materials. ❑ I can design a structure that will increase or decrease the sun's warming effect on different materials. ❑ I can use my structure to observe and record results to support a claim that my structure increased/decreased the sun's warming effects on a material.	3rd Grade Teacher Notes (pg 15) GaDOE Phenomena Task: Energy Transfer GaDOE Learning Plan: Heat Energy Transfer District Unit Assessment via Unify Test ID: 2663948

Unit 5- Pollution and Conservation

S3L2a, S3L2b

S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.
a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning about the sources and effects of pollution on plants and animals. **Success Criteria:** I will know I'm successful when I can… ❑I can ask questions and explain sources of pollution (air, land, water). ❑I can collect research on pollution (air, land, water) and plants. ❑I can analyze and explain the effect of pollution (air, land, water) on plants. ❑I can collect research on pollution (air, land, water) and animals. ❑I can analyze and explain the effect of pollution (air, land, water) on animals.	3rd Grade Teacher Notes (pg 21-23) GaDOE Science Literacy Plan: Water Pollution GaDOE Phenomena Task: Pollution GaDOE Multimodality Task: Pollution GPB Water Pollution GPB: From Brook to Ocean Georgia Aquarium: Pollution Solution

S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.
b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: We are learning to find solution to help protect plants and animals. **Success Criteria:** I will know I am successful when I can . . . ❑I can explore and predict ways to protect plants and animals in the environment. ❑I can research and explain how conserving (saving) resources protect plants and animals. ❑I can research and explain how recycling materials protect plants and animals.	3rd Grade Teacher Notes (pg 23-24) Georgia Aquarium: Thirsty, Anyone? Marine Debris Program Activity District Unit Assessment via Unify Test ID: 2713004

Social Studies Resources

Topic(s)	Georgia Standards of Excellence	Unit Resources *Click hyperlinks to be directed*	Est. Time	Est. Dates
United States Geography	*SS3G1a,b* *SS3G2*	Unit 1	3 Weeks	August 6 – August 21
American Indians: Past and Present	*SS3H1a,b,c* *SS3G3a*	Unit 2	3 Weeks	September 14 – October 2
Let's Go Exploring!	*SS3H2a b,c* *SS3G3b*	Unit 3	4 Weeks	October 26 – November 20 (On Nov. 4th, teach Election Lesson)
British Colonial America	*SS3H3a,b,c* *SS3G3c*	Unit 4	6 Weeks	January 7 – February 12
American Government Basics	*SS3CG1a,b,c* *SS3CG2a,b*	Unit 5	2 Weeks	March 15 – March 26
Economics 101	*SS3E1a,b,c,d* *SS3E2* *SS3E3a,b,c,d* *SS3E4*	Unit 6	4 Weeks	April 26 – May 21

Unit 1 - United States Geography

SS3G1 *Locate major topographical features on a physical map of the United States.*
a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to identify and label the major rivers in the United States on a map. **Success Criteria:** I will know I'm successful when I can… ❑ I can locate the major rivers of the United States of America on a physical map. ❑ I can identify where these rivers begin and end on a map. ❑ I can identify the regions where each of these rivers is located. ❑ I can label the major rivers of the United States of America on a physical map. - Mississippi River - Ohio River - Rio Grande River - Colorado River - Colorado River - Hudson River - St. Lawrence River ❑ I can explain why each of these rivers is important in the United States.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 1 - Map and Globe Questions

SS3G1 Locate major topographical features on a physical map of the United States.
b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to locate major mountain ranges of the United States on a map. **Success Criteria:** I will know I'm successful when I can… ❑ I can locate the Appalachian Mountains on a map of the United States. ❑ I can identify the states that the Appalachian Mountains run through on a map of the United States. ❑ I can label the Appalachian Mountains on a physical map of the United States. ❑ I can locate the Rocky Mountains on a map of the United States. ❑ I can identify the states that the Rocky Mountains run through on a map of the United States. ❑ I can label the Rocky Mountains on a physical map of the United States. ❑ I can describe the differences in the Appalachian and Rocky Mountain ranges by their age and how they look.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 1 - Map and Globe Questions

SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning what and where the equator is on a globe. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify and locate the equator on a globe. ❑ I can describe how the equator divides the Earth into two hemispheres. **Learning Target:** I am learning what and where the prime meridian is on a globe. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify and locate the prime meridian on a globe. ❑ I can describe how the prime meridian divides the earth into two hemispheres. **Learning Target:** I am learning what and where lines of latitude are on a globe. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify and locate lines of latitude on a globe. ❑ I can explain that lines of latitude are parallel to the equator and run west to east. ❑ I can explain that lines of latitude measure the distance from north to south from the equator. **Learning Target:** I am learning what and where lines of longitude are on a globe. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify and locate lines of longitude on a globe. ❑ I can explain that lines of longitude run north to south. ❑ I can explain that lines of longitude measure distance east to west from the prime meridian.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 1 - Map and Globe Questions

Unit 2 - American Indians Past and Present

SS3H1 Describe early American Indian cultures and their development in North America.
a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to locate the regions where American Indians settled in North America. **Success Criteria:** I will know I'm successful when I can… ❑ I can locate on a map the regions where American Indians settled in North America. ❑ I can label each of the following regions on a map. - Arctic - Northwest - Southwest - Plains - Northeast - Southeast	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 2 - American Indians

SS3H1 Describe early American Indian cultures and their development in North America.
b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe how the food, clothing, and shelter differed for the American Indians living in different regions of North America. **Success Criteria:** I will know I'm successful when I can… ❑ I can describe the food, clothing, and shelter of American Indians in the following regions of North America. - Arctic - Northwest - Southwest - Plains - Northeast - Southeast ❑ I can describe how each region may have affected how American Indian cultures developed in different regions.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 2 - American Indians

SS3H1 Describe early American Indian cultures and their development in North America.
c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the contributions of American Indians in American History. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain how American Indians have contributed to American life throughout American history. (Example – Navajo Code Talkers in WWII) ❑ I can explain how American Indians continue to contribute to American life through arts and literature.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 2 - American Indians

SS3G3 Describe how physical systems affect human systems.
a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to explain why the region that they lived in led some American Indians to build permanent villages and why others did not. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain how climate affected the ability to find and grow food. ❑ I can identify the regions where being able to farm led to the development of settlements. ❑ I can identify the regions where farming was difficult and how this led American Indians to follow their food source.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 2 - American Indians

Unit 3 - Let's Go Exploring!

SS3H2 Describe European exploration in North America.
a. Describe the reasons for and obstacles to the exploration of North America.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe European exploration in North America. **Success Criteria:** I will know I'm successful when I can… ❑ I can describe the reasons for the European exploration of North America. (Three G's: God, Gold, and Glory" ❑ I can describe four obstacles faced by European exploration in North America.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 3 - Explorers

SS3H2 Describe European exploration in North America.
b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning to describe the accomplishments of European explorers in North America. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the country that each explorer came from. ❑ I can identify the country that they sailed for. ❑ I can explain why some explorers sailed for other countries. ❑ I can trace the routes of the explorers on a World map. ❑ I can locate and label on a map of North America the area explored by each explorer. ❑ I can discuss the most important discovery of each explorer. ❑ I can discuss the challenges and failures of each explorer.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 3 - Explorers

SS3H2 Describe European exploration in North America.
c. Describe examples of cooperation and conflict between European explorers and American Indians.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the relationship of the European Explorers and the American Indians they met when they arrived in North America. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain what the explorers wanted to do when they reached America. ❑ I can explain that some of the explorers and the American Indians wanted to trade. ❑ I can explain that some of the some of the American Indians helped the explorers find food and how to farm. ❑ I can explain that sometimes the explorers and American Indians had conflicts over who owned the land.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 3 - Explorers

SS3G3 Describe how physical systems affect human systems.
b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe how the weather, and physical landforms impacted the successes and failures of the European explorers. **Success Criteria:** I will know I'm successful when I can… ❑ I can describe how the weather was a challenge for some of the explorers. ❑ I can describe how physical landforms were a challenge for some of the explorers. ❑ I can describe how the environment impacted the success or failure of the European explorers.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 3 - Explorers

Unit 4 - British Colonial America
New England Colonies

SS3H3 Explain the factors that shaped British Colonial America.
a. Identify key reasons why the New England colonies were founded (religious freedom and profit).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning about why settlers came to North America and settled the New England colonies. **Success Criteria:** I will know I'm successful when I can… ❑ I can locate and label the New England colonies on a map of Colonial America. ❑ I can explain the reasons for settlement in the New England colonies. ❑ I can name two of the religious groups that settled in the New England colonies. ❑ I can explain why the founding of New Hampshire was different from the other New England colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
b. Compare and contrast colonial life in the New England colonies (education, economy, and religion).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to explain how the location of the New England colonies shaped their development. **Success Criteria:** I will know I am successful when I can . . . ❑ I can explain how the climate of the New England colonies impacted the ability to farm. ❑ I can describe what types of businesses made up the economy of the New England colonies. ❑ I can explain how religion influenced the development of the New England colonies. ❑ I can describe education in the New England colonies. ❑ I can describe the government and the role of citizens in the New England colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe colonial life in the New England colonies from the perspectives of various people. **Success Criteria:** I will know I am successful when I can . . . ❑ I can describe what life was like for farmers in the New England colonies. ❑ I can describe what life was like for artisans in the New England colonies. ❑ I can describe what life was like for women in the New England colonies. ❑ I can describe what life was for a child in the New England colonies. ❑ I can describe what life was like for an indentured servant in the New England colonies. ❑ I can describe what life was like for a slave in the New England colonies. ❑ I can describe what life was like for American Indians in the New England colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

Unit 4 - British Colonial America
Mid-Atlantic States

SS3H3 Explain the factors that shaped British Colonial America.
a. Identify key reasons why the Mid-Atlantic colonies were founded (religious freedom and profit).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning about why settlers came to North America and settled in the Mid-Atlantic states. **Success Criteria:** I will know I am successful when I can . . . ❑ I can locate and label the Mid-Atlantic colonies on a map of Colonial America. ❑ I can explain the reason for settlement of the Mid-Atlantic colonies. ❑ I can explain the difference in the way people in the Mid-Atlantic colonies were in the way they viewed religion. ❑ I can name three of the religious groups that settled in the Mid-Atlantic Colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
b. Compare and contrast colonial life in the Mid-Atlantic colonies (education, economy, and religion).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to explain how the location of the Mid-Atlantic colonies shaped their development. **Success Criteria:** I will know I am successful when I can . . . ❑ I can why the Mid-Atlantic colonies were considered the "breadbasket" of the colonies. ❑ I can explain why the climate of the Mid-Atlantic colonies supported the growth of grain. ❑ I can explain how religion influenced the development of the Mid-Atlantic colonies. ❑ I can explain why Quakers settled in Pennsylvania. ❑ I can describe education in the New England colonies. ❑ I can describe the government and the role of citizens in the Mid-Atlantic colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe colonial life in the Mid-Atlantic colonies from the perspectives of various people. **Success Criteria:** I will know I'm successful when I can… ❑ I can describe what life was like for large landowners in the Mid-Atlantic colonies. ❑ I can describe what life was like for farmers in the Mid-Atlantic colonies. ❑ I can describe what life was like for artisans in the Mid- Atlantic colonies. ❑ I can describe what life was like for women in the Mid-Atlantic colonies. ❑ I can describe what life was for a child in the Mid-Atlantic colonies. ❑ I can describe what life was for indentured servants in the Mid-Atlantic colonies. ❑ I can describe what life was like for a slave in the Mid-Atlantic colonies. ❑ I can describe what life was like for American Indians in the Mid-Atlantic colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3G3 Describe how physical systems affect human systems.
c. Explain how the physical geography of the Mid-Atlantic colonies helped determine economic activities.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning how the physical geography of the Mid-Atlantic states developed the economy of the region. **Success Criteria:** I will know I am successful when I can . . . ❑ I can describe the farms of the Mid-Atlantic region. ❑ I can describe the other types of jobs that were part of the economy of the Mid-Atlantic colonies. ❑ I can describe the role of artisans in the Mid-Atlantic colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

Unit 4 - British Colonial America
Southern Colonies

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning why settlers came to North America and settled the Southern colonies. **Success Criteria:** I will know I'm successful when I can… ❑ I can locate and label the Southern colonies on a map of Colonial America. ❑ I can explain the reasons that the Southern colonies were founded. ❑ I can name the five crops grown in the Southern colonies. ❑ I can explain what a plantation was and why they were used in the Southern colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
b. Compare and contrast colonial life in the Southern colonies (education, economy, and religion).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to explain how the location of the Southern colonies shaped their development. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain how the climate and soil led to the development of plantations. ❑ I can list the crops grown on plantations in the Southern colonies. ❑ I can explain that the backbone of the economy was based on slave and Indentured servant labor. ❑ I can explain how religion influenced the development of the Southern colonies. ❑ I can describe education in the Southern colonies. ❑ I can describe how the population of the Southern colonies influenced the power of governments in the Southern colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3H3 Explain the factors that shaped British Colonial America.
c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe colonial life in the Southern colonies from the perspectives of various people. **Success Criteria:** I will know I am successful when I can . . . ❑ I can describe what life was like for large landowners in the Southern colonies. ❑ I can describe what life was like for farmers in the Southern colonies. ❑ I can describe what life was like for artisans in the Southern colonies. ❑ I can describe what life was like for women in the Southern colonies. ❑ I can describe what life was like for a child in the Southern colonies. ❑ I can describe what life was like for indentured servants in the Southern colonies. ❑ I can describe what life was like for slaves in the Southern colonies. ❑ I can describe what life was like forAmerican Indians in the Southern colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

SS3G3 Describe how physical systems affect human systems.
c. Explain how the physical geography of the Southern colonies helped determine economic activities.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning how the physical geography of the Southern states developed the economy of the region. **Success Criteria:** I will know I am successful when I can . . . ❑ I can describe the plantations of the Southern colonies. ❑ I can explain why the plantations used slave labor. ❑ I can explain why the size of the Southern colonies made transportation more difficult. ❑ I can explain why seaports became important to the economy of the Southern colonies.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 4 - Colonization

Unit 5 - American Government Basics

SS3CG1 Describe the elements of representative democracy/republic in the United States.
a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court) of the United States.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the executive branch of the national government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify that the head of the executive branch of the national government. ❑ I can name the President of the United States. ❑ I can explain how the executive branch shares power with the other two branches. ❑ I can identify the other offices included in the executive branch. ❑ I can name the Vice-President of the United States.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court) of the United States.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the legislative branch of the national government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the name of the legislative branch of the national government. ❑ I can name the two parts of Congress. ❑ I can identify the number of members in the House of Representatives. ❑ I can identify the number of members in the Senate. ❑ I can explain how Congress shares power with the other two branches.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court) of the United States.

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning to describe the judicial branch of the national government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the highest court of the judicial branch of the national government. ❑ I can identify the number of members of the Supreme Court. ❑ I can explain that the Supreme Court shares power with the other two branches.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court) of the United States.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the judicial branch of the national government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the highest court of the judicial branch of the national government. ❑ I can identify the number of members of the Supreme Court. ❑ I can explain that the Supreme Court shares power with the other two branches.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to describe the executive branch of the state of Georgia government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the head of the executive branch of government in the state of Georgia. ❑ I can name the current Governor of Georgia. ❑ I can explain some of the duties of the Governor of Georgia. ❑ I can identify the other offices included in the executive branch of Georgia. **Learning Target:** I am learning to describe the legislative branch of the state of Georgia government. **Success Criteria:** I will know I'm successful when I can… ❑ I can identify the name of the legislative branch in Georgia. ❑ I can name the two parts of the legislature in Georgia.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
b. Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning to describe the judicial branch of the state of Georgia government. **Success Criteria:** I will know I'm successful when I can… ❑ I identify the highest court in the state of Georgia. ❑ I can identify the role of this court in the state of Georgia.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG1 Describe the elements of representative democracy/republic in the United States.
c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning the role of each of the branches of government. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain the main responsibility of the executive branch. ❑ I can explain the role of the President in the military. ❑ I can explain the role of the President in passing laws. ❑ I can explain the main responsibility of the legislative branch. ❑ I can explain the role of both parts of Congress in passing laws. ❑ I can explain the main responsibility of the judicial branch. ❑ I can explain what it means when the judicial branch checks the executive or legislative branch.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
a. Explain the necessity of respecting the rights of others and promoting the common good.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning to explain what it means to respect the rights of others. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain that as a citizen I have many rights. ❑ I can explain that as a citizen I have many rights. ❑ I can discuss when I should not use my rights because it may harm others. **Learning Target:** I am learning what the "common good" is and my part in promoting it. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain what the "common good" means for my community. ❑ I can discuss ways that I can work with others to achieve goals that benefit or community.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning to about the important duties of citizens. **Success Criteria:** I will know I'm successful when I can… ❑ I can explain why it is important to obey laws and rules. ❑ I can give examples of rules and laws that citizens need to obey. ❑ I can explain why it is important for citizens to participate in their community. ❑ I can give examples of how citizens can participate in their community. ❑ I can explain why it is important for citizens to staying informed, vote, volunteer, and communicate with public officials.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 • Unit Standards • Achievement Level Descriptors • Unit Planning • Social Studies GSE Connection Theme • Lessons and Resources • Lesson Plans • Ideas for Differentiation • Lesson Resources • Social Studies Instructional Activity Videos • Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **iCivics** iCivics **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 5 - Government

Unit 6 - Economics 101

SS3E1 Define and give examples of the four types of productive resources.
a. Natural (land)
b. Human (labor)
c. Capital (capital goods)
d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning the four types of productive resources. **Success Criteria:** I will know I'm successful when I can… ❑ I can define "productive resources". ❑ I can define "natural resources". ❑ I can give examples of natural resources. ❑ I can define "human resources". ❑ I can give examples of human resources. ❑ I can define "capital resources". ❑ I can give examples of capital resources. ❑ I can define "entrepreneurship". ❑ I can give examples of entrepreneurship.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning how a market economy works. **Success Criteria:** I will know I'm successful when I can… ❑ I can define the term "market economy". ❑ I can explain how prices are set by supply and demand. ❑ I can define the terms "goods" and "services". ❑ I can give examples of goods and services. ❑ I can discuss what goods and services are provided by the government. ❑ I can explain how citizens pay for the goods and services provided by government by using their income or paying taxes.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.
a. Describe the interdependence of consumers and producers.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning how producers and consumers trade using money for what consumers need. **Success Criteria:** ❑ I can define "interdependence". ❑ I can give examples of things that my family has to buy. ❑ I can define "trade". ❑ I can how money is used in trade. ❑ I can define "consumer" and "producer". ❑ I can explain how voluntary trade is good for the consumer and producer.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.
b. Describe how goods and services are allocated by price in the marketplace.

Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning how the price of goods and services are determined. **Success Criteria:** ❑ I can give examples of goods and services. ❑ I can explain that as a consumer I can decide whether to buy a good or service based on the price of it. ❑ I can discuss that producers set their prices for goods and services based on what consumers are willing to pay for it.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.
c. Explain that some goods are made locally, some elsewhere the country, and some in other countries.

Learning Targets & Success Criteria	Aligned Resources
Learning Target: I am learning that goods are produced in different places and that effects trade. **Success Criteria:** ❑ I can explain how goods are made in different locations. ❑ I can discuss some factors that determine where a good is produced. ❑ I can explain that when consumers buy goods from other provides them more choices. ❑ I can explain that no country can produce everything it needs and that makes countries interdependent on each other.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.	
Learning Targets & Success Criteria	**Aligned Resources**
Learning Target: I am learning about opportunity cost and what it means for consumers. **Success Criteria:** ❑ I can explain that consumers cannot purchase everything that they want. ❑ I can explain that when consumers purchase a product that they are choosing not to purchase another product. ❑ I can explain that the item not purchased is the opportunity cost. ❑ I can explain that when consumers chose to save their money, they are giving up the opportunity to purchase a product that they want now. ❑ I can explain that when consumers purchase products that they may need to save money to buy things in the future.	**GaDOE Inspire** https://inspire.gadoe.org/course/45.0040/148 ● Unit Standards ● Achievement Level Descriptors ● Unit Planning ● Social Studies GSE Connection Theme ● Lessons and Resources ● Lesson Plans ● Ideas for Differentiation ● Lesson Resources ● Social Studies Instructional Activity Videos ● Culminating Activity **Teacher Notes** TEACHER NOTES 3rd GRADE SOCIAL STUDIES United States History: Year 1 Cultures through Colonization **Children's Literature** GCSS – Children's Literature Titles Aligned to Third Grade Social Studies Standards **Daily 5 Questions (GCBE Staff Drive)** Unit 6 - Economics

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