

Course/Subject: Media	CURRICULUM MAP	Grade: 3
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	<u>CURRICULUM</u> <i>End Product of Learning, "What" You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, "How" You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to "KNOW".	SKILL: What we want students to "DO".	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Through out school year		Proper behavior and procedures	Participate and respond appropriately and respectfully while following rules and procedures.	Demonstration	Informal daily observations
		Proper handling of materials	Display proper handling of materials	Games Discussion Storytime and questioning	Informal Questioning Class Discussion
Fall	CC.3.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	How to display effective listening skills during storytime	Listen and view respectfully. Respond appropriately.	Modeling	Reading Check-ups
		Media Center Orientation -circulation desk -Electronic Catalog -Encyclopedia -Fiction -Everyone -Nonfiction -Dictionary -Return Book Area Reference Area	-Follow library procedures -Locate specific areas of the media center -Identify check out procedures		Daily work (review activities)
		Electronic Card Catalog -author -title -subject -series Winnebago Search Results	-Search the electronic card catalog by author, title, series or subject to locate materials -Interpret search results Differentiate between fiction and nonfiction		

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Winter		Fiction Organization -Alphabetical order according to author's last name -call numbers	call numbers -Follow pattern using alphabetical sequence -Understand fiction books are arranged in alphabetical order by the author's last name -Recognize fiction call number by letters only -Create call numbers using the first three letters of author's last name -Recognize the difference between easy fiction, and juvenile fiction call numbers		
		Nonfiction: Dewey Decimal Numbers	-Identify call numbers based on subject divisions of the Dewey Decimal System		
		Nonfiction Organization	-Understand call numbers beyond the decimal point		
Spring		Reference -Print dictionary	Understand that words are arranged in alphabetical order in a dictionary -Identify the organizational parts of a dictionary -Summarize the uses of a dictionary		
	CC.3.W.8 Recall information from experiences or gather information from print: take brief notes on sources and sort evidence into provided categories	Reference -Encyclopedia Note taking Encyclopedia vs. dictionary	-Understand that subjects are arranged in alphabetical order in an encyclopedia -Identify the organizational parts of an encyclopedia -Summarize the uses of an encyclopedia -Identify and paraphrase important information		

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			from a selection on a topic to a note fact -Choose the appropriate resource		
		Parts of a Book Exterior Title page and verso	-Identify title , author, copyright, publisher, and place of publication, illustrator and call number		
Through out the school year		Recognize style elements of various authors and illustrators	Make the connection between the author and illustrator by comparing and contrasting literary works.		
		Literature -Authors -Fables -Award Winning Books	-Recognize that fables and folktales are nonfiction and teach morals/values -Understand that there are common qualities in books that win awards.		
		Copyright laws	Recognize importance of expressing information in own words.		
		Call Numbers	Recognize that the call # is the address of a book		