



Monday 10/20/2025	Tuesday 10/21/2025	Wednesday 10/22/2025	Thursday 10/23/2025	Friday 10/24/2025
<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L2 D1</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> read words with /ɪ/ spelled _igh, _ie, and _y. spell dictated words with /ɪ/ correctly. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> learn and apply the comprehension strategies Asking and Answering Questions and Clarifying. read the entire selection. learn new vocabulary words. focus on reading with accuracy. <p>Assessment: Students will complete skills practice pages 93-94 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L2 D2</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> build oral language skills. practice spelling words with /ɪ/ spelled _igh, _ie, and _y. learn new high-frequency words. read a <i>Decodable Story</i>. build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> reread "Seasons of Change" while digging deeper into the text. focus on reading with proper intonation. review the selection vocabulary words. choose a conjecture for Inquiry. <p>Assessment: Students will complete skills practice pages 95-96 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:30am U2 L2 D3</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> understand irregular verbs and abstract nouns. build oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> finish reading "Seasons of Change." read and analyze poetry. review the selection of vocabulary words. focus on reading with automaticity. choose a conjecture for Inquiry. <p>Assessment: Students will complete skills practice pages 95-96 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:45am U2 L2 D4</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> build their oral language skills. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> read excerpts from "Seasons of Change" to focus on writer's craft. answer questions to better understand the selection. build on the vocabulary they have learned this week. build fluency by reading with expression read the science connection. <p>Assessment: Students will complete skills practice pages 101 & 105-106 on their own.</p> <p>Intervention: I will pull students for a small group lesson where we will work on the specific skills we are working on this</p>	<p>Morning Routine 8:15am - 8:30am</p> <p>ELA 8:30am - 9:00am U2 L2 D5</p> <p>We are ending our Lesson 2 today by taking our tests. We will review before taking the tests.</p> <p>Foundational Skills</p> <p>Objectives:</p> <ul style="list-style-type: none"> read words with /ɪ/ spelled _igh, _ie, and _y. understand irregular verbs and abstract nouns. build oral language skills. build fluency. <p>Reading and Responding Objectives:</p> <ul style="list-style-type: none"> review the selection vocabulary words. review the comprehension strategies. review elements of accessing complex text. review writer's craft elements. build fluency. <p>Assessment: Students will be assessed by taking their reading and</p>



will work on the specific skills we are working on this week.

Enrichment:
Students who are ready to move on can write their vocab words in their planners. They will then sort the words on their foldable.

Standards

3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

3.L.1.j Produce simple, compound, and complex sentences

3.L.2.e Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific

Intervention:
I will pull students for a small group lesson where we will work on the specific skills we are working on this week.

Enrichment:
Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.

Standards

3.L.1.e Form and use regular and irregular verbs.

3.L.1.j Produce simple, compound, and complex sentences

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody

week.

Enrichment:
Students who are ready to move on can practice their spelling words on Vocab A-Z.

Standards

3.RF.3.d Read grade-appropriate high frequency words.

3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

3.L.1.e Form and use regular and irregular verbs.

3.L.1.j Produce simple, compound, and complex sentences

3.L.1.d Use abstract nouns (e.g., childhood).

3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.4.a Use sentence-level

week.

Enrichment:
Students who are ready to move on can practice their vocabulary words on Vocab A-Z.

Standards

3.L.1.d Use abstract nouns (e.g., childhood).

3.L.1.e Form and use regular and irregular verbs.

3.L.4.d Use print and digital reference materials to determine or clarify meaning of words and phrases.

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.

3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the

spelling tests individually.

Intervention:
For the students who need additional support, I will read aloud the story for the comprehension piece of the test.

Enrichment:
Students who finish their tests will go to moby max and work within the reading section.

Standards

3.RF.3.c Decode multi-syllable words.

3.RF.3.d Read grade-appropriate high frequency words.

3.L.1.d Use abstract nouns (e.g., childhood).

3.L.1.e Form and use regular and irregular verbs.

3.L.1.j Produce simple, compound, and complex sentences

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

x2

Students will be practicing their math fact fluency by playing games throughout the classroom. These



words and phrases to convey ideas precisely.

3.RF.3.c Decode multi-syllable words.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

(stress, phrasing, intonation, and expression) on consecutive readings.

3.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Math 9:45am - 10:45am

4.1 Additional Practice

Lesson 4.1
Additional Practice
At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener:
Multiplication Mash Up Song 0, 1, 10, 2s

Objective: Gain fluency in multiplication when using 2 as a factor.

RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (5s) and/or math wrap ups and/or math sleeve practice.

**Assignment/
Assessment/
Closure:** 3 Min

context as a clue to the meaning of a word or phrase.

3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RL.5 Refer to parts of stories,

text.

3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

3.RF.4.a Read grade-level text with purpose and understanding.

3.RF.4.b Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

Math 9:45am - 10:45am

x2

Students will be completing task cards, composed of multiplication equations. All equations will be about the math fact 2. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move

games will include partner dice, multiplication war, flashcards, dry eraser fact sleeves, dry erase boards, and different manipulatives. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Before they start playing games, they must show me a "passed" math sleeve.

Opener: Multiplication Mash Up Song 0, 1, 10, 2s

Objective: Gain fluency in multiplication when using 2 as a factor.

RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (5s) and/or math wrap ups and/or math sleeve practice.



3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3.SL.1.b Follow agreed-upon rules for discussions

3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

3.SL.1.d Explain their own ideas and understanding in light of the discussion.

Math 9:45am - 10:45am

4.1

4.1: Use Patterns to Multiply by 2, pages 129-132, discussion and practice problems. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener:
Multiplication Mash Up Song 0, 1, 10, 2s

Objective: Gain fluency in multiplication when

Timed Test & 4.1 additional practice pg

Standards

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

Tier II/III Math
10:45am - 11:15am

dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

x2

Students will be completing a bookmark, composed of multiplication equations. All equations will be about the math fact 2. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener: Multiplication Mash Up Song 0, 1, 10, 2s

Objective: Gain fluency in multiplication when using 2 as a factor.

RTI: Discuss strategies used/needed to determine unknown answers to multiplication

onto the next fact.

Opener: Multiplication Mash Up Song 0, 1, 10, 2s

Objective: Gain fluency in multiplication when using 2 as a factor.

RTI: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (5s) and/or math wrap ups and/or math sleeve practice.

Assignment/Assessment/Closure: 3 Min Timed Test & x2 Task Cards

Standards

3.OA.7 Multiply and divide within 100.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Assignment/Assessment/Closure: 3 Min Timed Test & 2s math sleeve

Standards

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of



using 2 as a factor.

Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).

Enrichment: Move onto the next math fact (5s) and/or math wrap ups and/or math sleeve practice.

**Assignment/
Assessment/
Closure:** 3 Min
Timed Test &
Whole Group
Discussion

Standards

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

3.OA.7 Multiply and divide within 100.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Guidance 12:25pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

Language Arts

Objectives:

- use proofreading marks and a checklist to edit their informative/explanatory texts.
- develop handwriting skills by practicing the formation of cursive letters *h* and *f*.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Science

Topic 2 Lesson 2
Magnetic Forces

We will read pages 70-71 together and discuss.

Objective: Students will describe factors that affect magnetic forces between objects.

equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (5s) and/or math wrap ups and/or math sleeve practice.

**Assignment/
Assessment/
Closure:**

3 Min
Timed Test & 2s
math fact book
mark

Standards

3.OA.7 Multiply and divide within 100.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between

solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.7.a Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

Tier II/III Math
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

Social Science 1:25pm - 1:55pm

Science

Topic 2 Lesson 2

operations.

Tier II/III Math
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break 12:10pm - 12:15pm

Tier III Reading
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

Language Arts
Objectives:

- complete a TREE diagram to plan their informative/explanatory texts.

- evaluate their TREE diagrams as good plans for writing.

- take the spelling assessment.

- review types of sentences.

- review the formation of small letters *h* and *f*.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Social Studies

Ancient



total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Tier II/III Math
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break
12:10pm - 12:15pm

Tier III Reading
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading
12:55pm - 1:25pm

Social Science
1:25pm - 1:55pm

Social Studies

Ancient Civilizations in Asia
Week 5: Chinese Dynasties

Objective:
Students will explain major

Assessment: Students will answer the lesson 2 check questions (in the book) on their own.

Standards

3-PS2-3 Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (SEP: 1; DCI: PS2.B; CCC: Cause/Effect)

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. (SEP: 1; DCI: PS2.B; CCC: Technology)

Study Hall/End of Day
Routines 2:45pm - 3:15pm

multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

Tier II/III Math
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break
12:10pm - 12:15pm

Tier III Reading
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading
12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

Language Arts

Objectives:

- create final copies of their informative/explanatory texts for publishing.
- evaluate their informative/explanatory texts based on writer's goals.
- learn about types of sentences.
- review spelling words.

Magnetic Forces

We will review pages 66-71 together and discuss.

Objective: Students will describe factors that affect magnetic forces between objects.

Assessment: Students will answer the lesson 2 check questions on their own.

Extension: If there is extra time students can move onto the interactivity.

Standards

3-PS2-3 Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. (SEP: 1; DCI: PS2.B; CCC: Cause/Effect)

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. (SEP: 1; DCI: PS2.B; CCC: Technology)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

Language Arts
Objectives:

Civilizations in Asia

Week 5: Chinese Dynasties

Objective: Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.

Assessment: Students will answer questions after reading the articles we covered in class. ("The Qin Dynasty", "The Han Dynasty", and "Great Structures of Imperial China")

Intervention: If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

Standards

3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks,



historical events, cultural features, stories, and civil contributions of ancient China.

Assessment: Students will answer questions after reading the articles we covered in class. ("The Earliest Dynasty" and "The Shang and Zhou Dynasties")

Intervention: If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

Standards

3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science 2:10pm - 2:45pm

Social Studies

Ancient Civilizations in Asia

Week 5: Chinese Dynasties

Objective:

Students will explain major historical events, cultural features, stories, and civil contributions of ancient China.

Assessment: Students will answer questions after reading the articles we covered in class. ("The Mandate from Heaven" and "A Duty to Respect")

Intervention: If students need help answering the questions or need continued explanation on the articles we read, they can come to the back table for help.

Extension: When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly

- review the steps of the writing process.
- review the purpose of writing to inform.
- choose a topic for their informative/explanatory text.
- review taking notes from a source.
- review types of sentences.

completing each task with relative ease by the end of 3rd grade.

3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.

Study Hall/End of Day Routines 2:45pm - 3:15pm



decade- century-
millennium- 1700s,
1800s, etc.- 1492,
1776, etc.

3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

Language Arts

Objectives:

- receive feedback about their drafts in writers' conferences.
- learn about cause-and-effect signal words.
- revise the drafts of their informative/explanatory texts.
- learn about /ō/ spelling patterns and homophones.

website.

Standards

3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:- decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.

Study Hall/End of Day Routines 2:45pm - 3:15pm