

Grade 3, Trimester 1, Unit 1

Family and Community

Overview

Number of instructional days: 11 (1 day = 45 minutes)

Rationale for placement

This unit, Family and Community, appears in the first trimester because at this point in the year, we are making class rules and discussing how students are now a part of a community (their class) and how their actions now affect others. We are discussing consequences of the rules and setting a tone for our classroom and local community.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXHIBIT respect for **parents, teachers, authority figures, and others**, and DEMONSTRATE an **understanding** of others' **points of view**.
- USE a variety of **sources**
- PROVIDE **examples** of **individuals'** and **groups' rights and responsibilities**
- DEMONSTRATE and EXPLAIN how personal **choices** can affect **rights, responsibilities, and privileges** of **self** and **others**.
- WORK cooperatively in a **group**
- DEMONSTRATE **individual/personal accountability** to COMPLETE a **task**
- EXPLAIN different **ways** that **conflicts** can be RESOLVED and how **conflicts** and **resolutions** can AFFECT **people**
- IDENTIFY **problems** in the **classroom, school, and community**
- PLAN AND IMPLEMENT **solutions** in the **classroom, school, and community**
- EVALUATE **outcomes** in the **classroom, school, and community**
- EXPLAIN how **individuals** take **responsibility** for their **actions**
- EXPLAIN how their **actions** affect the **community**
- EXPLORE current **issues** by USING a variety of **print** and **nonprint sources**
- LIST and EXPLAIN the **pros** and **cons** of personal and organizational **decisions**

Common Core State Standards for English Language Arts

- DETERMINE the main **idea** of a **text** and RECOUNT and EXPLAIN how the author SUPPORTS the main **idea**
- DISTINGUISH their own **point of view** from that of the **author**

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- COMPARE and CONTRAST the most important **points** and key **details** PRESENTED in **two texts** on the same **topic**
- WRITE **narratives** to ESTABLISH a **situation** and introduce a **narrator/characters**
- ORGANIZE an event **sequence** that unfolds naturally
- WRITE **narratives** that use **dialogue** and **descriptions** of **actions, thoughts, and feelings**
- WRITE **narratives** that use **temporal words** and **phrases** to SIGNAL **event order**
- WRITE **narratives** that provide a **sense of closure**
- PRODUCE **writing** that COMPLETES the writing **process**

Essential questions

These questions will be for the students' home, school, and community.

- What is a democratic society?
- What rights and responsibilities do people have in a society?
- What are the characteristics of a good citizen?
- What is a civil society?
- How do our actions affect others?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (3-4)-2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and explaining how there are limits to their power (e.g., *What are police not allowed to do?*)

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (3-4)-1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others' points of view
 - using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)

- (3-4)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)
 - working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)
 - explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities.

C&G 4: People engage in political processes in a variety of ways.

- (3-4) – 3 Students participate in a civil society by...
- identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world (e.g., problem of global warming/solutions-recycling, energy conservation)
 - explaining how individuals can take responsibility for their actions and how their actions impact the community

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (3-4)–2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- exploring current issues using a variety of print and non-print sources (e.g., *Where does our food come from and what happens if there is a drought?*)
- (3-4)–3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...
- listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions (e.g., donations to global charities)

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards**Text Types and Purposes**

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

In this unit, students exhibit respect for self, parents, teachers, authority figures, and others. In Grades K–2, students identified and explored rules and consequences in different settings. They explored examples of service in their communities. They identified authority figures and how they meet the needs of the common good. They recognized and described characteristics of leadership and fair decision-making. They identified the elected leaders of the different levels of government. They identified national symbols and holidays using a variety of sources. They identified roles of a group and acted as a productive member of that group.

W

Students wrote narratives in which they recounted a well-elaborated event or short sequence of events. They included details to describe actions, thoughts, and feelings, and they used temporal words to signal event order and provide a sense of closure. They planned, revised, and edited with support from adults.

Current learningC&G

In this unit, students exhibit respect for self, parents, teachers, authority figures, and others. They demonstrate an understanding of others' points of view. While using a variety of sources, they provide examples of individuals' and groups' rights and responsibilities. Students demonstrate and explain how personal choices can affect rights, responsibilities, and privileges of self and others. They work cooperatively in a group, demonstrating individual/personal accountability to complete a task. They explain how conflicts can be resolved and how they can affect people.

Students identify problems, plan and implement solutions, and then evaluate the outcomes in the classroom, school, and community. They explain how individuals can take responsibility for their actions and how they affect the community. Students explore current issues and explain the pros and cons of organizational decisions. The instructional activities at this level focus on home, classroom, and community.

W

In this unit, students write narratives that introduce a narrator and characters. They use dialogue and temporal words and provide a sense of closure. They produce writing in which the development and organization are appropriate, and they plan, revise, and edit with support from peers and adults.

Future learningC&G

In Grade 4, students will extend the above learning to include focus on the state and national level.

W

Students will write narratives that orient the reader by establishing a situation. Students will use dialogue and transitional and concrete words and phrases and sensory details to convey experiences and events precisely. They will provide a conclusion that follows from the experience. They will produce clear and coherent writing independently and will plan, edit, and revise with support from peers and adults.

Resources

Suggested primary and secondary documents

What if Everybody Did That? By Ellen Javernick (RL 2.5)

What is a Community A-Z? by Bobbie Kalman (Lexile 680)

We Live Here Too by N. Loewer [series of 10 books] (Lexile 730)

Dear Bully

Roxaboxen by Alice McLerran (Lexile 710)

Mr. Peabody's Apples by MaDonna (Lexile 830)

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Enemy Pie by Derek Muson (Lexile 330)

Ordinary Mary's Extraordinary Deeds by Emily Pearson

Suggested online resources

ReadWorks

www.thehelpfulcounselor.com

Websites with common core information, strategies, or lessons

CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects:
www.corestandards.org/the-standards

Vocabulary

Potential Challenges

Students at this age are focused on what is happening in their world, and they may not be aware of the world going on around them. The past for them is earlier in the day or the day before, not years ago.

Students need to overcome the misconception that their actions have no consequences for the future. They need to have a concept of the big picture.

What makes this content difficult for teachers to teach/students to learn?

- Time constraints, resources

What are some strategies to help students/teachers overcome the challenges presented by this unit of study?

- Preteaching the vocabulary, inviting the community into the classroom for exposure to primary sources

Additional resources

Field trip to Town Hall

Field trip to recycling center

Scholastic News

Grade 3, Trimester 1, Unit 2

Government

Overview

Number of instructional days: 19 (1 day = 45 minutes)

Rationale for placement

This unit on government is placed in this trimester primarily because elections take place at this time of year. Students' background knowledge of rights and responsibilities serves as the foundation for their understanding of the structures of power and authority in their local government. Third graders will be responsible for the standards on local- and state-level government, and fourth graders will be responsible for the standards on national government.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- MAKE, APPLY, and ENFORCE **rules**
- COMPARE **similarities** between a **rule** and a **law**
- CITE **examples** of **services** that local and state **government** PROVIDE for the common **good**
- RECOGNIZE, DESCRIBE, AND DEMONSTRATE the **characteristics** of **leadership** and **fair decision-making** and EXPLAIN how they AFFECT **others**
- IDENTIFY (local) **government**
- DESCRIBE the **U.S Constitution** and **Bill of Rights**
- IDENTIFY and EXPLAIN the **meaning** of **symbols** and national **holidays** USED to depict **Americans'** SHARED democratic **values, principles, and beliefs**
- IDENTIFY **forms** and **levels** of civic **participation** and how they AFFECT the **common good**
- ENGAGE in a variety of **forms** of **participation** and EXPLAIN the **purpose** of each **form**

Common Core State Standards for English Language Arts

- DETERMINE the **meaning** of general academic and domain-specific **words** and **phrases** in a **text** relevant to a grade three **topic** or subject or **area**
- WRITE opinion **pieces** that INTRODUCE a topic or text, STATE an **opinion**, and CREATE an organizational **structure** that LISTS **reasons**
- WRITE opinion **pieces** that PROVIDE **reasons** that SUPPORT the **opinion**
- WRITE opinion **pieces** that USE linking **words** and **phrases** to CONNECT **opinion** and **reasons**
- WRITE opinion **pieces** that PROVIDE a **concluding statement** or **section**
- PRODUCE **writing** in which the **development** and **organization** are appropriate to **task** and **purpose**

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- DEVELOP and STRENGTHEN **writing** as needed by **planning, revising, and editing**
- CONDUCT short **research projects** that BUILD **knowledge** about a **topic**

Essential questions

- Why do we need rules and laws in our community (home, school, and community)?
- Who makes the rules and laws in our community?
- What are the characteristics of a good rule/law?
- What are the boundaries or limits of rules/laws?
- How does the government serve the interests of the common good?
- What is the difference between power and authority?
- What makes a good/effective leader?
- What is a symbol?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (3-4) –1 Students demonstrate an understanding of origins, forms and purposes of government by...
- making, applying, and enforcing rules (home, school, community)
 - comparing similarities between a rule and a law
 - citing examples of services that local government provide for the common good
- (3-4) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- identifying the levels (local, state, and national) and three branches of government, as defined by the *U.S. Constitution*, and the roles and purposes of each (e.g., checks and balances)
 - describing the *U.S. Constitution* and *Bill of Rights* and why they are important

- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day)

C&G 4: People engage in political processes in a variety of ways.

- (3-4) –1 Students demonstrate an understanding of political systems and political processes by...
- a. identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world)
- (3-4) – 2 Students demonstrate their participation in political processes by...
- a. engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Craft and Structure

- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.

- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

In this unit, students exhibit respect for self, parents, teachers, authority figures and others. In Grades K-2 students identified and explored rules and consequences in different settings. They explored examples of service in their communities. They identified authority figures and how they meet the needs of the common good. They recognized and described characteristics of leadership and fair decision-making. They identified the elected leaders of the different levels of government. They identified national symbols and holidays using a variety of sources. They identified roles of a group and acted as a productive member of that group. They identified all levels of elected officials (local, state, national).

RI

In grade 2, students identified the main topic of a text as well as the focus of specific paragraphs within the text. They described the connection between the series of historical events. They determined the meaning of words and phrases in a second grade text. They identified the main purpose of the text

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including what the author wanted to answer, explain or describe. They compared and contrasted important points presented by two texts on the same topic.

W

Students wrote opinion pieces in which they introduced a topic or book. They stated an opinion and supplied reasons that supported their opinion using linking words. They provided a concluding statement. Students wrote narratives in which they recounted a well-elaborated event or short sequence of events. They included details to describe actions, thoughts and feelings, and used temporal words to signal event order and provide a sense of closure. They planned, revised and edited with support from peers and adults. They participated in a shared research and writing project.

Current Learning

C&G

In this unit, students exhibit respect for self, parents, teachers, authority figures, and others. They demonstrate an understanding of others' points of view. Using a variety of sources, they identify problems, plan and implement solutions, and evaluate the outcomes in the classroom, school, and community.

Students explain how individuals can take responsibility for their actions and how their actions affect the community. Students explore current issues and explain the pros and cons of organizational decisions.

The instructional activities at this level focus on home, classroom and community.

RI

Students determine the main idea of a text, recount the details, and explain how the details support the main idea. They describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. They distinguish their point of view from that of the author and compare and contrast important points and key details in two texts.

W

In this unit, students write opinions that introduce the topic or text, state the opinion, and list reasons. They use linking words and phrases and provide a concluding statement. Students also write narratives that introduce a narrator and characters. They use dialogue and temporal words and provide a sense of closure. Students produce writing in which the development and organization are appropriate, and they plan, revise, and edit with support from peers and adults. They conduct short research projects that build knowledge about a topic.

Future Learning

C&G

In Grade 4, students will extend the above learning to include a focus on the state and national level.

RI

Students will determine the main idea of a text, recount its details, and explain how the details support the main idea. Students will also summarize the text. They will explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information. They will determine the meaning of general academic and domain-specific words that pertain to a fourth-grade text. They will compare and contrast first- and second-hand accounts of the same event or topic, and they will describe the differences in focus and the information provided. They will integrate information from two texts on the same topic in order to write or speak about the subject.

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W

In this unit, students will write opinions on topics or texts, stating an opinion that is supported with facts and details. Students will write narratives that orient the reader by establishing a situation. They will use dialogue, transitional words, and concrete words and phrases and sensory details to convey experiences and events precisely. They will provide a conclusion that follows from the experience. Students will produce clear and coherent writing independently and will plan, edit, and revise with support from peers and adults. They will conduct short research projects that build knowledge about a topic through investigation of different aspects of a topic.

Resources

Suggested primary and secondary documents

How the U.S. Government Works by Syl Sobel

We the Kids

A More Perfect Union: The Story of Our Constitution by Betsy Maestro

Suggested online resources

ReadWorks

Websites with common core information, strategies, or lessons

CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects:
www.corestandards.org/the-standards

Vocabulary

Potential Challenges

Students at this age are focused only on what is happening in their world; they are often not aware of the world going on around them. The past for these students is earlier in the day, not years ago.

In order for students to fully understand the content of this unit, they need to overcome the misconception that their actions have no consequences on the future. They need to have a concept of the big picture.

What makes this content difficult for teachers to teach/students to learn?

- Time constraints, resources

What are some strategies to help students/teachers overcome the challenges presented by this unit of study?

- Preteaching the vocabulary, inviting the community into the classroom for exposure to primary sources.

Grade 3 Social Studies, Trimester 2, Unit 1

Map Skills

Overview

Number of instructional days: 10 (1 day = 45 minutes)

Rationale for placement

This unit on mapping skills is placed in this trimester primarily because the next unit, Changes Over Time, is so lengthy. Map skills are well represented in kindergarten through Grade 2, so this unit will be a review. Third graders will be responsible for using ordinal vocabulary (southeast, northeast, southwest, northwest). Accurately using these map skills will benefit students in the next unit, Changes Over Time.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- UNDERSTAND **maps, globes**, and other geographic **tools** and **technologies**
- Accurately USE **maps** to IDENTIFY **locations**
- DISTINGUISH between **regions** and **places** by DEFINING a **region** and its associated **places** (e.g. a city can have several neighborhoods)
- EXPLAIN the **difference** between **regions** and **places** (Providence is densely populated, Exeter is sparsely populated)
- IDENTIFY **relationships** between **time, space, and distance**
- ORGANIZE **information about people, places, and environments** in a spatial **context** (e.g., the school is *to the east* of the store; the house is *northeast* of the mountains).
- IDENTIFY the **characteristics** and **features** of **maps**
- APPLY map **skills** to REPRESENT, IDENTIFY, and DESCRIBE a **location** (e.g., design a map).

Common Core State Standards for English Language Arts

- USE text **features** and search **tools** (e.g., key words, sidebars, hyperlinks) to LOCATE **information** relevant to a given **topic** efficiently.
- USE **information** gained from **illustrations** (e.g., maps, photographs) and the **words** in a **text**
- DETERMINE the **meaning** of general academic and domain-specific **words** and **phrases** in a **text** relevant to a *grade 3 topic or subject area*.
- WRITE informative/explanatory **texts** to EXAMINE a **topic** and CONVEY **ideas** and **information** clearly.

- INTRODUCE a **topic** and group related **information** together; INCLUDE **illustrations** when useful to aiding **comprehension**.
- USE **technology** to produce and publish **writing** (using keyboarding skills)

Essential questions

- How do map skills help us interpret our place in the world?
- What are the names of the 7 continents and the 5 oceans? How does their location affect the lives of the people living there?
- What are the purposes of a maps and why are they important?

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.

- (3-4) –1 Students understand maps, globes, and other geographic tools and technologies by...
- accurately using maps to identify locations.
 - identifying relationships between time, space, and distance.
 - organizing information about people, places, and environments in a spatial context (e.g., the school is *to the east* of the store; the house is *northeast* of the mountains).
- (3-4) –2 Students identify the characteristics and features of maps by...
- applying map skills to represent a location (e.g., design a map).
 - identifying and describing locations.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (3-4) –1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming).
 - locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

Students in second grade identified the purpose of a variety of maps and described where places are located on a map. They identified the characteristics of a map and explained how natural/man-made/physical features are distinguished among regions and places.

C&G

Students identified and described how people in different places view their environment and described a reason that people move. They explored how features of a place influence activities, identified how humans depend on the environment, and also how humans can change it.

W

Students wrote opinion pieces in which they introduced a topic or book. They stated an opinion and supplied reasons that supported their opinion using linking words. They wrote informative/explanatory texts in which they introduced a topic, used details to develop points, and provided a concluding statement. They planned, revised, and edited with support from peers and adults.

Current Learning

G

The students accurately use maps to identify locations. They also identify relationships between time, space, and distance (time zones, winter in one place while it's summer in another).

They design maps and describe and identify locations while defining a region and its associated places.

C&G

Students organize information about people, places, and environment in a special context using ordinal and cardinal directions. They compare and contrast places (e.g., Providence is densely populated and Exeter is sparsely populated).

W

Students write opinions that introduce the topic or text, state an opinion, and list reasons. They use linking words and phrases and provide a concluding statement.

Students write informative/explanatory texts to examine a topic and convey ideas and information clearly. They develop a topic with supporting details, use linking words, and provide a concluding statement.

They produce writing in which the development and organization are appropriate, and they plan, revise, and edit with support from peers and adults.

Future learningG

Students will focus on major regions of the world and the United States.

C&G

Students will also focus on the people that live within these regions and how they utilize the resources.

W

Students will write opinions on topics or texts and state an opinion that is supported with facts and details.

They will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In paragraphs, they will develop a topic with facts, definitions, and quotations; use linking words; and provide a concluding statement. They will produce clear and coherent writing independently and will plan, edit, and revise with support from peers and adults.

Resources

Suggested primary and secondary documents

- *The Complete Book of Maps and Geography* – Grades 3–6
- Spectrum Geography Communities
- Essential Mapping Skills

Suggested online resources

- Read Works
- National Geographic
- Scholastic News
- Teachers Pay Teachers
- Jason Newton Classroom Mapmaking Workshops (www.mapsfortheclassroom.com)

Vocabulary

ordinal	region
cardinal	compass rose
continent	urban
hemisphere	rural
time zone	suburban
environment	globe

Grade 3 Social Studies, Trimester 2, Unit 2

Changes Over Time

Overview

Number of instructional days: 14 (1 day = 45 minutes)

Rationale for placement

This unit was placed in this time of year primarily because the historical perspectives coincide well with opinion writing, the skill taught at this time. The texts the students will be reading are more complex and would be better comprehended later in the year. This information will serve as a good baseline for the units taught in trimester three.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ACT act as **historians**, USING a variety of **tools** (e.g., artifacts and primary and secondary sources)
- DESCRIBE the **difference** between **primary** and **secondary sources** and INTERPRET **information** from each (e.g., asking and answering questions, making predictions)
- CLASSIFY **objects, artifacts, and symbols** from long ago and today and DESCRIBE how they add to our **understanding** of the past
- ORGANIZE **information** obtained to ANSWER **historical questions**
- DESCRIBE and ORGANIZE a **sequence** of significant **events** in Rhode Island history (e.g., interpreting and analyzing data in timelines)
- DEMONSTRATE an **understanding** that **geographic factors** and shared **past events** AFFECT human **interactions** and **changes** in civilizations
- IDENTIFY how geographic **factors** IMPACT interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).
- IDENTIFY how **events** IMPACT interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).
- EXPLAIN and INFER how a sequence of **events** AFFECTED **people** of **Rhode Island** (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)
- INVESTIGATE and EXPLAIN the **origin, name, or significance** of local geographic and human-made **features**
- DESCRIBE, DEFINE, and ILLUSTRATE by example Rhode Island historical **individuals, groups and events** (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the **context** (e.g., conditions of the time, events before and after)

- RECOGNIZE AND INTERPRET how **events, people, problems, and ideas** shape **life** in the **community**
- USE a variety of **sources** (e.g., photographs, written text, clothing, oral history) to RECONSTRUCT the **past**, UNDERSTAND the **present**, and PREDICT for the **future**
- EXPLAIN how **innovations** or **inventions** have IMPACTED **interactions** between **people and communities**.
- IDENTIFY how **expansion** has INFLUENCED **interactions** between **people**.
- COMPARE cultural **differences** and **similarities** between **individuals, groups, or communities** (e.g., customs, beliefs, language, religious faiths).
- COMPARE how **members** within **cultures** INTERACT with **each other** and their **environment**.
- IDENTIFY how a **culture** has CHANGED over **time**.
- COMPARE how **people** with different **perspectives** VIEW **events** in different **ways**.
- EXPLAIN how **innovations** and **technology** can have positive or negative **effects** on how **people** PRODUCE or EXCHANGE **goods** and **services**.

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** to DEMONSTRATE **understanding** of a **text**
- DESCRIBE the **relationship** between a series of historical **events**, scientific **ideas** or **concepts**, or **steps** in technical **procedures** in a **text**
- READ and COMPREHEND informational **texts**, including history/social studies, science, and technical **texts**, at the high end of the grades 2–3 **text** complexity band independently and proficiently.
- WRITE informative/explanatory **texts** to examine a topic and convey **ideas** and **information** clearly.
- INTRODUCE a **topic** and group **related information** together; INCLUDE **illustrations** when useful to aiding comprehension.
- PROVIDE a concluding **statement** or **section**.
- PRODUCE **writing** in which the **development** and **organization** are appropriate to **task** and **purpose**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- DEVELOP **writing** as needed by PLANNING, REVISING, and EDITING. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
- CONDUCT short **research projects** that BUILD **knowledge** about a topic.
- RECALL **information** from **experiences** or GATHER **information** from print and digital **sources**; TAKE brief **notes** on sources and SORT **evidence** into provided **categories**.

Essential questions

- What are primary and secondary sources and what are the differences?
- How can historical tools help us understand the past?
- How does cause and effect help us to understand the past?
- How does the information we gather enhance our understanding of the past?
- How do we differentiate between what happened today and long ago?
- How do artifacts from our town help us to understand the past?
- How am I similar/different from people of the past?
- Why do we chronicle events?

Written Curriculum**Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature.**

- (3-4) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions).
 - b. classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past
 - c. organizing information obtained to answer historical questions
- (3-4) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)
 - b. explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (3-4) –1 Students connect the past with the present by...
- a. investigating and explaining the origin, name, or significance of local geographic and human-made features

- (3-4) – 2 Students chronicle events and conditions by...
- a. describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)

HP 3: The study of history helps us understand the present and shape the future.

- (3-4) – 1 Students demonstrate an understanding of how the past frames the present by...
- a. recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island.
- (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) – 2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. explaining how innovations or inventions have impacted interactions between people and communities, regions, and nations.
 - b. identifying how expansion has influenced interactions between people.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (3-4) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
- (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. comparing how members within cultures interact with each other and their environment.
 - b. identifying how a culture has changed over time.
- (3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. comparing how people with different perspectives view events in different ways.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (3-4) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningHP

In the grade 2 unit of study, Long Ago and Today, second graders deepened their understanding with the essential question “What events or people have helped shape our community?”

Students engaged in learning activities to compare and contrast artifacts from long ago and today. They also recognized the significance of important people, events from the past, and how these events impact the interactions of people.

Learning activities for this new content would be planned at the developmental level.

RI

In Grade 2, students asked and answered who, what, when, where, why, and how questions to demonstrate understanding of texts.

Students described how reasons support specific points the author makes in a text. They described the connection between a series of historical events. They also determined the meaning of words and phrases in a text, used various text features, and identified the main purpose of a text. Students compared and contrasted most important points presented by two texts.

W

Students wrote opinion pieces in which they introduced a topic or book. They stated an opinion and supplied reasons that supported their opinion using linking words.

They wrote informative/explanatory texts in which they introduced a topic and used details to develop points. They provided a concluding statement. They planned, revised, and edited with support from peers and adults.

Current learningHP

Students act as historians by using primary and secondary sources to understand the past. They interpret history as connected events and investigate how events affect people. Students connect past and present and explore a variety of local, and Rhode Island, features.

Students chronicle events, relate them to periods in history, and analyze how innovation and technology can have positive and negative effects on people.

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Students understand how the past frames the present through exploration of life in communities and in Rhode Island. Students make connections to the past, present, and future through exploration of a variety of sources.

RI

Students ask and answer who, what, when, where, why, and how questions to demonstrate understanding of texts.

They describe the connection between a series of historical events, using language that pertains to time sequence, and cause and effect.

Students determine meaning of words and phrases in a text and use various text features. They also identify the main purpose of a text. Students compare and contrast most important points presented by two texts.

W

In this unit, students write opinions that introduce the topic or text, state an opinion, and list reasons. They use linking words, phrases, and provide a concluding statement.

They write informative/explanatory texts to examine a topic and convey ideas and information clearly. They develop a topic with supporting details, use linking words, and provide a concluding statement. They produce writing in which the development and organization are appropriate, as well as plan, revise, and edit with support from peers and adults.

Future learning

HP

Students will continue to act as historians, through exploration of primary and secondary sources, to answer historical questions to connect the past to the present.

They will interpret history as a series of connected events. Students will chronicle events of Rhode Island history, people, and events. They will interpret and explain how change occurs over time. Students will make personal connections to the past and present and will make predictions for the future.

They will continue to analyze how innovations and technology can have positive/negative effects on how people produce /exchange good and services.

RI

Students will refer to details and examples in the text when explaining the text itself, and they will describe the overall structure of events, ideas, or information in part of a text.

Students will describe the connection between a series of historical events.

Students will determine meaning of words and phrases in a text and use various text features, and they will identify the main purpose of a text.

Students will compare and contrast first- and second-hand accounts of historical events.

W

Students will write opinions on topics or texts and state an opinion that is supported with facts and details.

They will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

In paragraphs, they will develop a topic with facts, definitions, and quotations; use linking words; and provide a concluding statement.

They will produce clear and coherent writing, independently, and will plan, edit, and revise with support from peers and adults.

Resources

Suggested primary and secondary documents

Collected Artifacts

Suggested online resources

www.smithsonianeducation.org

Teachers Pay Teachers

www.archives.gov

Maryland Historical Society (has great comparison worksheets)

Rhode Island Historical Society

Vocabulary

artifact

technology

primary resource

invention

secondary resource

cause and effect

timeline

chronological

Grade 3 Social Studies, Trimester 3, Unit 1
People and Physical Environment

Overview

Number of instructional days: 17 (1 day = 45 minutes)

Rationale for placement

By this time, third-grade students have a better grasp on local experiences. This unit will prepare them for fourth grade by taking them outside of their own community and exposing them to their country and world.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- UNDERSTAND why **people** do/do not migrate by **COMPARING reasons** why **people** have moved.
- UNDERSTAND how **geography** influences human **settlement, cooperation** or **conflict** by **DESCRIBING** how **features** of a place influence human **decision** making (e.g., activities, settlement, employment).
- EXPLAIN how **humans** depend on their environment by **IDENTIFYING** how **needs** can be met by the **environment** (e.g., we grow food to eat.).
- EXPLAIN how **humans** react or adapt to an ever-changing physical **environment**
- **IDENTIFY ways** in which the physical **environment** is stressed by human **activity** **USING** examples from the local **community** (e.g., pollution in the Narragansett Bay means people cannot fish for food).
- EXPLAIN how **humans** react or adapt to an ever-changing physical **environment**
- **GENERATE** a possible **solution** for a community environmental **problem** (e.g., if there is a lot of litter, create an action plan to clean it up).
- EXPLAIN how human **actions** modify the physical **environment**
- **USE maps and graphs** to illustrate **changes** in the physical **environment** of the local **community** or **region**.
- EXPLAIN how human **actions** modify the physical **environment**
- **COMPARE** and **CONTRAST** the **effects** of changing a **place** (e.g., irrigation creates opportunity to produce crops).
- **DEMONSTRATE** an **understanding** of basic economic **concepts**
- **DIFFERENTIATE** between human, natural, and capital **resources**.
- **IDENTIFY** the **types** of **resources** available and the corresponding **goods** and **services** produced in real-world ~~and historical context~~ (e.g., Rhode Island today or in different

historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's products were primary).

- DEMONSTRATE an **understanding** of basic **economic concepts**
- EXPLAIN how positive and negative **incentives** influence **behavior** and **choices** (e.g., costs vs. benefits received).

Common Core State Standards for English Language Arts

- DESCRIBE the logical **connection** between particular **sentences** and **paragraphs** in a **text**
- READ and COMPREHEND informational **texts** at the high end of the **grades 2–3** text complexity **band** independently and proficiently.
- PRODUCE **writing** in which the **development** and **organization** are appropriate to **task** and **purpose**.
- DEVELOP and STRENGTHEN **writing** as needed by planning, revising, and editing.
- WRITE routinely over extended time **frames** and shorter time **frames** for a range of discipline-specific **tasks, purposes, and audiences**.

Essential questions

- How do geographical features influence human decision making?
- Why do people move?
- How do humans depend on their environment to live?
- What negative/positive effects do humans have on their environment?
- What are the differences between human, natural, and capital resources?
- What are the differences between needs and a wants?

Written Curriculum

Grade Span Expectations for Social Studies

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (3-4) –1 Students understand why people do/do not migrate by...
- a. comparing reasons why people have moved.
- (3-4) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (3-4) – 1 Students explain how humans depend on their environment by...
- identifying how needs can be met by the environment (e.g., we grow food to eat).
- (3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...
- identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).
 - generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).
- (3-4) – 3 Students explain how human actions modify the physical environment by...
- using maps and graphs to illustrate changes in the physical environment of the local community or region.
 - comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) – 1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).
 - identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (3-4) – 1 Students demonstrate an understanding of basic economic concepts-by...
- differentiating between human, natural, and capital resources.
 - identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800’s products were primary).
 - explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).

Common Core State Standards for English Language Arts

Reading Standards

Integration of Knowledge and Ideas

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Range of Reading and Level of Text Complexity

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop a topic with facts, definitions and details.
- c. Use linking words and phrases to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

Students described how features of a place influence what activities take place there. They described how people who live near each other help each other and why people change the space around them.

They also identified human, natural, and capital resources.

HP

Students identified geographic factors and events that affect how people interact.

E

Students identified human, natural, and capital resources. They explained how the availability of resources affects the production of goods and services, and they identified positive and negative economic incentives that affect economic behavior and choices.

RI

Students described how reasons support specific points the author makes in a text. They used diagrams and specific images to help clarify a text.

Students comprehended informational text in the grades 2-3 text-complexity band proficiently, with scaffolding as needed.

W

Students wrote informational/explanatory text in which they introduced a topic and used facts and definitions to develop points. They recalled information gathered from sources to answer questions. They strengthened their writing, editing, and revising with guidance and support from peers and adults.

Current learning

G

Students understand why people move and how geography influences human settlement.

They identify, understand, and explain how humans depend, react, or adapt to an ever-changing environment.

Students demonstrate an understanding of basic economic concepts.

HP

Students identify how geographic factors and events affect how people interact.

E

Students differentiate between human, natural, and capital resources.

Students identify the types of resources available and the corresponding goods and services produced in real-world and historical contexts.

Students explain how positive and negative economic incentives influence behavior and choices.

RI

Students describe logical connections between sentences and paragraphs in a text.

Students comprehend informational text at the high end of the grade 2-3 text-complexity band independently and proficiently.

W

Students write informational/explanatory text in which they introduce a topic and use facts and definitions to develop points. They recall information gathered from sources to answer questions.

Students strengthen their writing by editing and revising, with guidance and support from peers and adults. They produce pieces in which the development and organization are appropriate to task and purpose.

Future learningG

Students will understand why people move and how geography influences human settlement. They will identify, understand, and explain how humans depend, react, or adapt to an ever-changing environment.

Students will continue to demonstrate an understanding of basic economic concepts.

HP

Students will continue identifying how geographic factors and events affect how people interact.

RI

Students will need to explain how an author uses reasons and evidence to support particular points in a text.

Students will integrate information from two texts on the same topic.

Students will comprehend informational text in the grade 4-5 text-complexity band proficiently, with scaffolding.

W

Students will produce clear and coherent writing in which the development and organization are appropriate to task and purpose.

They will strengthen their writing by editing and revising with guidance and support from peers and adults.

Students will take notes and categorize information and provide a list of sources.

Resources

Suggested primary and secondary documents

The Three Little Wolves and the Big Bad Pig

The Ox-Cart Man by Donald Hall (online video)

A River Ran Wild by Lynne Cherry

Suggested online resources

Teachers Pay Teachers

Read Works

<http://www.stefaniemckoy.com/StartingaBusiness/Documents/InterdisciplinaryUnit.pdf> (this is a game for natural, human, and capital resources)

superteacherworksheets.com (needs vs. wants)

Key information from the grade-span expectations and common core state standards documents

Websites with common core information, strategies, or lessons

Vocabulary

resource

human resource

natural resource

capital resource

economics

migrate

geography

Grade 3 Social Studies, Trimester 3, Unit 2

Economics

Overview

Number of instructional days: 13 (1 day = 45 minutes)

Rationale for placement

This unit is a continuation of Unit 1. It dives further into economics and how economics affect the students themselves and the government.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE an **understanding** that **scarcity** and **abundance** cause individuals to make economic **choices**
- EXPLAIN how **scarcity** requires **people** to make **choices** due to their unlimited **needs** and **wants** with limited **resources**
- DEMONSTRATE an **understanding** that **societies** develop different **ways** to deal with **scarcity** and **abundance**
- COMPARE the **advantages** and **disadvantages** of allocating various **goods** and **services** (e.g., sharing class toys, student time on playground equipment during recess, etc.)
- DEMONSTRATE an **understanding** of the variety of **ways producers** and **consumers** exchange **goods** and **services**
- EXPLAIN the **interdependence** of **buyers** and **sellers** within various **markets** (e.g., barter, money, commodity money)
- IDENTIFY **factors** that affect **price** (e.g., scarcity/abundance, incentives, competition)
- EXPLAIN how market **forces** determine the amount of **income** for most people (e.g., people with rare skills can charge more)
- DEMONSTRATE an **understanding** of the **interdependence** created by economic **decisions**
- COMPARE how **individuals, institutions, and governments** interact within an **economy** (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending)
- DESCRIBE how **money** makes it easier to trade, borrow, or save, and COMPARE the **value of goods** and **services**

Common Core State Standards for English Language Arts

- DESCRIBE the logical **connection** between particular **sentences** and **paragraphs** in a **text** (e.g., comparison, cause/effect, first/second/third in a sequence).
- READ and COMPREHEND informational **texts** at the high end of the grades 2–3 text complexity **band** independently and proficiently.
- PRODUCE **writing** in which the **development** and **organization** are appropriate to **task** and **purpose**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- DEVELOP and STRENGTHEN writing as needed.
- WRITE routinely over extended time **frames** for a range of discipline-specific **tasks, purposes, and audiences**.

Essential questions

- How do scarcity and abundance affect economic choices?
- What is the relationship between producers and consumers?
- What roles do individuals, institutions, and government have in the economy?

Written Curriculum**Grade-Span Expectations for Social Studies****E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (3-4) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.
- (3-4) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (3-4) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).
 - identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).

- c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).

E 3: Individuals, institutions, and governments have roles in economic systems.

- (3-4) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).
 - b. describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop a topic with facts, definitions and details.
 - c. Use linking words and phrases to connect ideas within categories of information.
 - d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

E

Students recognized and described scarcity and abundance.

They identified, explained, and described the connection between consumers and producers, and they identified the interdependence between resources and money.

RI

In Grade 2, students asked and answered who, what, when, where, why, and how questions to demonstrate understanding of texts.

Students comprehended informational text in the grade 2–3 text-complexity band proficiently, with scaffolding as needed.

W

Students wrote explanatory text in which they introduced a topic, used facts and definitions, and provided a concluding statement.

With guidance and support, students strengthened their writing by revising and editing.

Current learning

E

Students explain how scarcity and abundance cause individuals to make economic choices.

Students compare the advantages and disadvantages of ways in which goods and services are allocated.

Students identify and explain the interdependence of buyers and sellers, the factors that affect price, and how market forces determine the amount of income for most people.

RI

Students ask and answer who, what, when, where, why, and how questions to demonstrate understanding of texts.

Students comprehend informational text at the high end of the grade 2–3 text-complexity band independently and proficiently.

W

Students write explanatory text in which they introduce a topic, use facts and definitions, and provide a concluding statement.

With guidance and support, students strengthen their writing by revising and editing.

Future learningE

Students will analyze how innovations and technology affect the exchange of goods and services. They will demonstrate an understanding of the role of government in a global economy.

RI

Students will refer to details and examples in the text when explaining what the text says. They will comprehend informational text in the grade 4–5 text-complexity band proficiently with scaffolding.

W

Students will write explanatory text in which they introduce a topic. They will write in paragraphs and sections, using facts and definitions, and provide a better-developed concluding statement. They will use precise language and domain-specific vocabulary.

With guidance and support, students will strengthen their writing by revising and editing.

Resources

Suggested primary and secondary documents

The Big Buck Adventure by Deborah Tobula

The Go Around Dollar by Barbara Johnston-Adams

How is a Crayon Made? by Oz Charles

Natural and Human Made (NF) by Carol Lindeen

Uncle Jed's Barber Shop by Margaree King Mitchell

The Doorbell Rang by Pat Hutchinson

A Chair for My Mother by Vera Williams

Suggested online resources

Teachers Pay Teachers

Read Works

<http://www.wausau.k12.wi.us/curriculum/socstudies/docs/Gr3/3rdBreakfast.doc>. (activity)

www.internet4classrooms.com

[http://www.columbia.k12.mo.us/showmeeconomics/3rd Grade /Student Work 3 /3rd Grade Activities/obnb.htm](http://www.columbia.k12.mo.us/showmeeconomics/3rd%20Grade%20/Student%20Work%203%20/3rd%20Grade%20Activities/obnb.htm)

Key information from the grade-span expectations and common core state standards documents

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Websites with common core information, strategies, or lessons

Vocabulary

economics

abundance

income

producers

scarcity

consumers