Grade 3 Social Studies / History  
Social Studies 3

Maps, Globes, and Charts

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Reading: Foundational Skills

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1d. Provide a concluding statement or section.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Geography

Theme: Communities: Past and Present, Near and Far Spatial Thinking and Skills

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

Content

1. maps
2. globes
3. charts
4. graphs

Skills

1. Communicate information about local history using pictographs, bar graphs, and charts.
2. Explain that physical maps and political maps have distinctive characteristics and purposes.
3. Locate places on a map by using the title, key, alphanumeric grid, cardinal directions, compass rose, and map key to interpret historical information.
4. Identify the location of the equator, North Pole, South Pole, continents, oceans, and the hemispheres using maps and globes.
5. Use a number/letter grid system to locate physical and human features on a map.

Common Core/Literacy Standards

Reading: Informational Text

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting details.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases. Describe the overall structure of information in a text.
5. Use text features and search tools to efficiently locate information relevant to a given topic.
6. Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Reading: Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Produce clear and coherent writing.
4. Produce and publish writing with guidance and support.
5. Develop and strengthen writing with guidance and support.
6. Conduct short research projects.
7. Gather information, take notes, and categorize information.
8. Draw evidence from texts to support analysis, reflection, and research.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speaker's reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. In what ways do we use maps, globes, and charts to understand the world?
2. Why is it important for me to be able to use maps, globes, charts, and graphs with all the technology available?

Additional Vocabulary

1. physical maps
2. political maps
3. grid maps
4. title
5. key
6. symbol
7. compass rose
8. locator
9. alphanumeric grid
10. cardinal directions
11. line graphs
12. bar graphs
13. data
14. oceans
15. continents
16. hemispheres
17. equator
18. North Pole
19. South Pole

Stage 2: Assessment Evidence

Balloon Globe

Formative: Visual Arts Project

Use an inflated balloon to represent the world. With a permanent marker, students label the Poles, the Equator, the Prime Meridian, the hemispheres, the Arctic Circle, and the Antarctic Circle.

Town Map

Summative: Project

Students are asked to make a guide of their town for new students moving to the town. They will research various aspects of their town and create a brochure or pamphlet, including a map, which can then be given to their city hall. (See Links)

Globe Toss

Formative: Teacher Observation

Using an inflatable globe of the world, children will play a review game. Toss the globe to a student. As the student catches the globe, they need to identify what location on earth their right thumb is touching.

Resources

* Town Map (<http://www.homeschooling-ideas.com/home-school-geography.html>)

Stage 3: Learning Plan

Learning Experiences

1. Peer Partner Learning. After students learn the basic components of a map, partners will create a grid map of the playground.
2. Game. Using an inflatable globe of the world, children will play a review game. Toss the globe to a student. As the student catches the globe, they need to identify what location on earth their right thumb is touching.
3. Geography maps and games. (See Links.)
4. Creative Project. Using a book such as *The Alphabet Atlas*, create a class quilt using geographic and map terms.
5. Game. Students will review map skills by completing a Tic Tac Toe activity in which students choose three activities in Tic Tac Toe formation, such as creating a state, finding directions around school using a compass, comparing two types of maps using a Venn diagram, etc.
6. Creative Project. Students will use an inflated balloon to represent the world. With a permanent marker, students will label the Poles, the Equator, the Prime Meridian, the hemispheres, the Arctic Circle, and the Antarctic Circle.
7. Research Project. Students are asked to make a guide of their town for new students moving to the town. They will research various aspects of their town and create a brochure or pamphlet, including a map, which can then be given to their city hall. (See Links)

Resources

* Maps and Games (<http://www.uen.org/3-6interactives/social_studies.shtml>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Maps and Globes (Reading Rainbow Books)* by Jack Knowlton and Harriet Barton  
   *There's a Map on my Lap* by Dr. Seuss  
   *Mapping Penny's World* by Loreen Leedy  
   *The Alphabet Atlas* by Arthur Yorinks  
   *My Map Book* by Sara Fanelli  
   *As the Crow Flies: A First Book of Maps* by Gail Hartman and Harvey Stevenson  
   *Types of Maps (Rookie ReadAbout Geography)* by Mary Dodson Wade  
   *Geography from A to Z: A Picture Glossary* by Jack Knowlton and Harriet Barton  
   *The Seven Continents (Rookie ReadAbout Geography)* by Wil Mara

Resources

* Geography Games and Information (<http://classroom.jc-schools.net/SS-units/geog.htm#Third_>)

Grade 3 Social Studies / History  
Social Studies 3

Historical Thinking and Research Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

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L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d. Provide a concluding statement or section.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d. Provide a concluding statement or section.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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 tasks, purposes, and audiences.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Geography

Places and Regions

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

Human Systems

6. Evidence of human modification of the environment can be observed in the local community.

7. Systems of transportation and communication move people, products and ideas from place to place.

History

Theme: Communities: Past and Present, Near and Far Historical Thinking and Skills

1. Events in local history can be shown on timelines organized by years, decades and centuries.

2. Primary sources such as artifacts, maps and photographs can be used to show change over time.

Heritage

3. Local communities change over time.

Economics

Theme: Communities: Past and Present, Near and Far Economic Decision Making and Skills

14. Line graphs are used to show changes in data over time.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. primary sources
2. secondary sources
3. timelines
4. problem solving
5. decision making
6. local history
7. human modification
8. systems of transportation
9. systems of communication
10. line graphs

Skills

1. Show events in local history on timelines organized in sequential order by years, decades, and centuries.
2. Investigate primary and secondary sources to describe change over time in the local community.
3. Examine information about local history and issues using a variety of sources: maps, photos, oral histories, newspapers, letters, artifacts, documents, etc.
4. Locate information about local history and issues using various parts of a source: table of contents, title pages, illustrations, indexes, and keyword searches.
5. Communicate information about local history and issues using pictographs, bar graphs, and charts.
6. Analyze how characteristics of local communities change over time.
7. Examine artifacts and photographs to show how daily life is influenced by the agriculture, industry, and the natural resources in different communities.

Common Core/Literacy Standards

Informational Texts

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting detail.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases. Describe the overall structure of information in a text.
5. Use text features and search tools to locate information relevant to the topic.
6. Distinguish their own point of view from that of the author of a text.
7. Use information gained from illustrations.
8. Describe the logical connection between particular sentences and paragraphs in a text.
9. Compare and contrast the most important points and key details.
10. By the end of the year, read and comprehend informational texts, including history/social studies and technical texts, at the high end of the grades 23 text complexity band independently and proficiently.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing.
6. With guidance and support from adults, use technology to produce and publish writing.
7. Conduct short research projects.
8. Gather information, take notes, and sort into categories.
9. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Determine the main ideas and supporting details of a text.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and detail.
5. Create engaging audio recordings of stories or poems.
6. Add visual displays when appropriate.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Essential Questions

1. How do we really know what happened in the past?
2. How do I know who and what to believe?
3. In what ways can we learn from the past?
4. How can the past be used to solve problems and make decisions?

Additional Vocabulary

1. timelines
2. years
3. decades
4. centuries
5. primary
6. secondary
7. artifacts
8. photographs
9. communities
10. transportation
11. communication
12. line graphs
13. environment
14. evidence
15. local history
16. human modification

Stage 2: Assessment Evidence

My Town

Summative: Research Project

Students will create a "Then and Now" presentation for selected locations in the community. Students will use primary or secondary sources to determine when their local community was founded. Students may include founding families, original name for the settlement, and reasons for starting the community in that location.They will research the development of the local community or the Greater Cleveland area, compare recent pictures or maps of the area to show change over time including businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation. Students will then present their findings to the class, possibly inviting local community leaders to watch as well.

Interview

Summative: Reflective Writing

Using a book such as Grandfather's Journey as an example, students will interview an older adult asking them why they moved to the community they live in or decided to stay in the community they presently live in. After writing interview questions and conducting the interview, students will write a reflective summary on the older adult's experiences.

Then and Now

Formative: Graphic Organizer

Using a map of their local city or town in the 18th, 19th, or early 20th century, students use a Venn diagram to compare and contrast it to a contemporary map.

School Timeline

Summative: Research Project

In groups, students will create a timeline of the history of their school. They can interview teachers or administrators who have been involved in the school or look through archives of the school to complete the project. Groups can share their timelines when they are done to see how similar or different they are from each other.

Stage 3: Learning Plan

Learning Experiences

1. Interviewing. Using a book such as *Grandfather's Journey* as an example, students will interview an older adult asking them why they moved to the community they live in or decided to stay in the community they presently live in. After writing interview questions and conducting the interview, students will write a reflective summary on the older adult's experiences. (See resources for suggested books.)
2. Research Project. Students will create a "Then and Now" presentation for selected locations in the community. Students will use primary or secondary sources to determine when their local community was founded. Students may include founding families, original name for the settlement, and reasons for starting the community in that location. They will research the development of the local community or the Greater Cleveland area, compare recent pictures or maps of the area to show change over time including businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation. Students will then present their findings to the class, possibly inviting local community leaders to watch as well. (See Links.)
3. Graphic Organizer. Using a map of their local city or town in the 18th, 19th, or early 20th century, students use a Venn diagram to compare and contrast it to a contemporary map.
4. Field Trip. Students will visit a local historical society or museum to identify objects or artifacts that tell about the past and how life has changed. After the experience, students can engage in a class discussion about the ways life has changed over the years.
5. Cooperative Learning Groups. In groups, students will create a timeline of the history of their school. They can interview teachers or administrators who have been involved in the school or look through archives of the school to complete the project. Groups can share their timelines when they are done to see how similar or different they are from each other.

Resources

* Cleveland Memories (<http://www.clevelandmemory.org/>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Grandfather's Journey* by Allen Say  
   *In America* by Marissa Moss  
   *When Jessie Came Across the Sea* by Amy Hest  
   *Hannah's Journal* by Maria Moss

Resources

* Interview Questions (<http://ethemes.missouri.edu/themes/2>)

Grade 3 Social Studies / History  
Social Studies 3

Communities and Geography

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1d. Provide a concluding statement or section.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2d. Provide a concluding statement or section.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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 tasks, purposes, and audiences.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Geography

Theme: Communities: Past and Present, Near and Far Spatial Thinking and Skills

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

Places and Regions

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

Human Systems

6. Evidence of human modification of the environment can be observed in the local community.

7. Systems of transportation and communication move people, products and ideas from place to place.

History

Heritage

3. Local communities change over time.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. geography
2. natural resources
3. human modification
4. types of communities
5. types of transportation: railroad, water transportation systems, interstate highway, air travel
6. types of communication: newspapers, telegraph, telephone, Internet
7. physical maps
8. political maps
9. alphanumeric grid
10. cardinal directions

Skills

1. Explore observable evidence of human modification of the environment in the local community.
2. Analyze systems of transportation and communication used to move people, products, and ideas from place to place.
3. Give examples of ways that physical characteristics of the environment, such as landforms, bodies of water, climate and vegetation, affect the community.
4. Identify ways that physical characteristics of the environment have been modified by the local community.
5. Explore positive and negative effects caused by the local communitys changes to physical characteristics of the environment.
6. Provide evidence that characteristics of a community change over time.
7. Determine possible cause and effect relationships in terms of various places and regions.
8. Investigate physical characteristics of the local community including landforms, climate, and vegetation.
9. Compare different types of communities, past and present, and their characteristics.

Common Core/Literacy Standards

Informational Texts

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting detail.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases.
5. Describe the overall structure of information in a text.
6. Use text features and search tools to locate information relevant to topic.
7. Distinguish their own point of view from that of the author of a text.
8. Use information gained from illustrations.
9. Describe the logical connection between particular sentences and paragraphs in a text.
10. Compare and contrast the most important points and key details.
11. By the end of the year, read and comprehend informational texts, including history/social studies and technical texts, at the high end of the grades 23 text complexity band independently and proficiently.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
2. With guidance and support from peers and adults, develop and strengthen writing.
3. With guidance and support from adults, use technology to produce and publish writing.
4. Conduct short research projects.
5. Gather information, take notes, and sort information into categories.
6. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Determine the main ideas and supporting details of a text.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and detail.
5. Create engaging audio recordings of stories or poems.
6. Add visual displays when appropriate.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Essential Questions

1. In what ways does geography affect the way I live?
2. How do people change the environment to fit their needs?
3. In what ways do communities work together?
4. In what ways are communities unique and different?

Standards Vocabulary

1. inferences
2. textual evidence
3. text features
4. central ideas
5. informational text
6. rhetoric
7. domain-specific words

Additional Vocabulary

1. geography
2. environment
3. landforms
4. plains
5. plateaus
6. mountains
7. coast
8. island
9. peninsula
10. Atlantic Ocean
11. Pacific Ocean
12. climate
13. adapt
14. natural resources
15. minerals
16. renewable resources
17. nonrenewable resources
18. environment
19. recycling
20. wildlife
21. agriculture
22. vegetation
23. urban
24. suburb
25. rural

Stage 2: Assessment Evidence

Community Museum: Changes Over Time

Summative: Graphic Organizer

Students will create a museum for their own community. They will research changes to a local area: past, present, and future. Each student can choose a different area of the local community. After researching, the students will create a trifold display showing the changes discovered. Their displays can be set up in the classroom or hallway so that others can see how their community has changed. They can also present their findings to the class.

Letter about Community

Summative: Writing Assignment

Students will write a letter explaining the advantages and disadvantages of living in their own community to a child whose family is about to move into the community. Students should be sure to include evidence and examples to support their ideas. They can also address how they had to adapt to their environment.

Community Characteristics

Formative: Graphic Organizer

Students will complete a graphic organizer comparing man-made vs. natural characteristics of the community in which they live.

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students will complete a graphic organizer comparing man-made vs. natural characteristics of the community in which they live. A class discussion can follow.
2. Discussion. As a class, students will discuss local development of new houses, shopping malls, parks, or other modifications to the physical characteristics of an area. How might these new structures alter life in the community and the environment?
3. Discussion. Students will create a bar graph of the ways students get to school: bus, walk, bike, car pool. The class will also graph ways students get to a vacation site. They will then compare the two graphs. How are goods transported? How has transportation changed over time?
4. Research. Students will create a museum for their own community. They will research changes to a local area: past, present, and future. Each student can choose a different area of the local community. After researching, the students will create a trifold display showing the changes discovered. Their displays can be set up in the classroom or hallway so that others can see how their community has changed. They can also present their findings to the class.
5. Argumentative Writing. Students will write a letter explaining the advantages and disadvantages of living in their own community to a child whose family is about to move into the community. Students should be sure to include evidence and examples to support their ideas. They can also address how they had to adapt to their environment.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *2030: A Day in the Life of Tomorrow's Kids* by Amy Zuckerman and Jim Daly  
   *Century Farm: One Hundred Years on a Family Farm* by Chris Peterson  
   *The Goat in the Rug* by Charles L. Blood and Martin Link  
   *Out and About Series* by Nancy Attebury  
   *Navajo Coyote Tales* by Hildegard Thompson and William Morgan  
   *The Castle on Viola Street* by DyAnna DiSalvo  
   *The Town Mouse and the Country Mouse* by Jan Brett  
   *Living in the Mountains* (Rookie ReadAbout Geography) by Allan Fowler  
   *Living in a Desert* (Rookie ReadAbout Geography) by Allan Fowler  
   *Living in a Rain Forest* (Rookie ReadAbout Geography) by Allan Fowler  
   *Living Near a River* (Rookie ReadAbout Geography) by Allan Fowler

Resources

* Geography Games ([www.uen.org/3-6interactives/social\_studies.shtml](http://www.uen.org/3-6interactives/social_studies.shtml))

Grade 3 Social Studies / History  
Social Studies 3

Cultural Groups

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d. Provide a concluding statement or section.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d. Provide a concluding statement or section.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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 tasks, purposes, and audiences.

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.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Geography

Places and Regions

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

Human Systems

6. Evidence of human modification of the environment can be observed in the local community.

7. Systems of transportation and communication move people, products and ideas from place to place.

8. Communities may include diverse cultural groups.

History

Heritage

3. Local communities change over time.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. local history
2. regional differences
3. immigration
4. cultural groups
5. cultural practices
6. heritage
7. tradition
8. oral history
9. artifacts
10. technology
11. migration
12. pioneers
13. ancestor

Skills

1. Analyze the reasons people have moved to different communities over time.
2. Give examples of different types of communities, past and present, and their characteristics.
3. Compare and contrast cultural practices and products of the local community with those of other communities in Ohio, the United States, and countries of the world.
4. Determine possible cause/effect relationships within cultural practices and between cultural groups in the community.
5. Compare and contrast the diverse cultural groups included in a community.
6. Investigate settlement patterns of various cultural groups within the local community.

Common Core/Literacy Standards

Informational Text

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting detail.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases.
5. Describe the overall structure of information in a text.
6. Use text features and search tools to locate information relevant to topic.
7. Distinguish their own point of view from that of the author of a text.
8. Use information gained from illustrations.
9. Describe the logical connection between particular sentences and paragraphs in a text.
10. Compare and contrast the most important points and key details.
11. By the end of the year, read and comprehend informational texts, including history/social studies and technical texts, at the high end of the grades 23 text complexity band independently and proficiently.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing.
6. With guidance and support from adults, use technology to produce and publish writing.
7. Conduct short research projects.
8. Gather information, take notes, and sort information into categories.
9. Write routinely.

Speaking and Listening Standards

1. Participate in collaborative discussions.
2. Determine the main ideas and supporting details of a text.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and detail.
5. Create engaging audio recordings of stories or poems.
6. Add visual displays when appropriate.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Essential Questions

1. What can I learn about myself by studying cultures in my community?
2. Why is it important to respect cultural differences of others?
3. How are individuals or groups influenced by their own, as well as other, cultures?
4. How am I connected to my community in the past, present, and future?

Standards Vocabulary

1. primary sources
2. secondary sources
3. textual evidence
4. claims

Stage 2: Assessment Evidence

Family Background Project

Summative: Project

Students will interview family members in order to learn more about their cultural background so they can present information about their cultural/ethnic background to the class. They may share customs, food, stories, clothing, etc. Students should also submit a written or visual summary of their cultural background, such as a narrative, collage, Wordle, poem, or essay. The class can locate and mark the country of origin of each students family on a large map.

Historical Biographies

Summative: Cooperative Group Work

Each group will choose one historical biography to read. After reading the book and discussing the contents, they will prepare an oral presentation that includes cultural origin, communities, education, and contributions to society.

Personal Narrative

Formative: Response Journal

Students will write a personal narrative in first person from the perspective of someone in a community or culture they have visited through literature.

Pen Pal Letter

Summative: Writing Assignment

Students will choose a real or fictitious pen pal in another country. Their job is to write a letter explaining the culture of the United States, using examples and specific details. Students can also explain the advantages and disadvantages of living in the United States with support.

Culture Comparison and Contrast

Formative: Graphic Organizer

Students will choose two different cultures they have learned about through books or class presentations. Using a graphic organizer, such as a Venn diagram, they will list the similarities and differences between the two cultures. They can then engage in a class discussion.

Stage 3: Learning Plan

Learning Experiences

1. Interactive Project. Global Goodwill Holiday explores how cultures celebrate the holidays around the world. Complete an interactive project. (See Links)
2. Presentation. Students will interview family members in order to learn more about their cultural background so they can present information about their cultural/ethnic background to the class. They may share customs, food, stories, clothing, etc. Students should also submit a written or visual summary of their cultural background, such as a narrative, collage, Wordle, poem, or essay. The class can locate and mark the country of origin of each students family on a large map.
3. Cooperative Learning Groups. Each group will choose one historical biography to read. After reading the book and discussing the contents, they will prepare an oral presentation that includes cultural origin, communities, education, and contributions to society.
4. Journal. Students will write a personal narrative in first person from the perspective of someone in a community or culture they have visited through literature.
5. Game. Students can take a digital Culture Quest World Tour. (See Links)
6. Graphic Organizer. Students will choose two different cultures they have learned about through books or class presentations. Using a graphic organizer, such as a Venn diagram, they will list the similarities and differences between the two cultures. They can then engage in a class discussion.

Resources

* Global Goodwill Holidays (<http://teacher.scholastic.com/activities/holidays/>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Everybody Bakes Bread* by Norah Dooley  
   *Everybody Cooks Rice* by Norah Dooley  
   *Twenty-two Splendid Tales to Tell From Around the World, Volume* *One* and *Volume Two* retold by Pleasant DeSpain  
   *Alex Lee, A Chinese American* by Diane Hoyt-Goldsmith  
   *April, A Pueblo Storyteller* by Diane Hoyt-Goldsmith  
   *Clay Hernandez, A Mexican American* by Diane Hoyt-Goldsmith  
   *Mark's Kwanza Celebration* by Diane Hoyt-Goldsmith  
   *How My Family Lives in America* by Susan Kuklin  
   *Lion Dancer* by Kate Waters and Madeline Slovenz-Low  
   *Sam and the Lucky Money* by Karen Chin

Resources

* Historical Biographies (<http://www.americaslibrary.gov/>)

Grade 3 Social Studies / History  
Social Studies 3

Economics

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b. Provide reasons that support the opinion.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d. Provide a concluding statement or section.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d. Provide a concluding statement or section.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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 tasks, purposes, and audiences.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Government

Theme: Communities: Past and Present, Near and Far Civic Participation and Skills

10. Individuals make the community a better place by solving problems in a way that promotes the common good.

Rules and Laws

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

Roles and Systems

12. Governments have authority to make and enforce laws.

Geography

Places and Regions

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

Human Systems

6. Evidence of human modification of the environment can be observed in the local community.

7. Systems of transportation and communication move people, products and ideas from place to place.

History

Heritage

3. Local communities change over time.

Economics

Theme: Communities: Past and Present, Near and Far Economic Decision Making and Skills

14. Line graphs are used to show changes in data over time.

15. Both positive and negative incentives affect peoples choices and behaviors.

Scarcity

16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.

Production and Consumption

17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Markets

18. A market is where buyers and sellers exchange goods and services.

Financial Literacy

19. Making decisions involves weighing costs and benefits

20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. goods and services
2. production and consumption
3. trade
4. personal finances

Skills

1. Construct line graphs to show changes in data over time.
2. Explore positive and negative incentives and how they affect people's choices and behaviors.
3. Define opportunity cost and identify an example of the opportunity cost of a personal decision.
4. Analyze how individuals must make decisions because of the scarcity of resources and explore the reasons they are not distributed equally among all people.
5. Recognize that making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.
6. Investigate the relationship between the Catholic Social Justice Teaching: Option for the Poor and Vulnerable to the concept of scarcity.
7. Read and interpret pictographs, bar graphs, and charts that demonstrate the concept of scarcity.
8. Recognize that scarce resources are not distributed equally among all people.
9. Explain that a consumer is a person whose wants are satisfied by using goods and services, and a producer makes goods and/or provides services.
10. Identify local industries and businesses, the product or service they provide, and potential markets.
11. Categorize economic activities as examples of production and consumption.
12. Explain the advantages or disadvantages of specialization and the division of labor to produce goods.
13. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
14. Identify systems of transportation and communication used to move people and products.
15. Describe changes to economic activity brought about by new means of transportation and communication, including technology.
16. Recognize that making decisions involves weighing costs and benefits.
17. Recognize that money facilitates the purchase of goods, services, and resources.
18. Recognize that a budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.
19. Use a problem-solving/decision-making process to identify a problem, gather information, list and consider options, consider advantages and disadvantages of options, and choose and implement a solution.

Common Core/Literacy Standards

Informational Text

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting detail.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases.
5. Describe the overall structure of information in a text.
6. Use text features and search tools to locate information relevant to topic.
7. Distinguish their own point of view from that of the author of a text.
8. Use information gained from illustrations.
9. Describe the logical connection between particular sentences and paragraphs in a text.
10. Compare and contrast the most important points and key details of two texts.
11. By the end of the year, read and comprehend informational texts, including history/social studies and technical texts, at the high end of the grades 23 text complexity band independently and proficiently.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing.
6. With guidance and support from adults, use technology to produce and publish writing.
7. Conduct short research projects.
8. Gather information, take notes, and sort information into categories.
9. Write routinely.

Speaking and Listening Standards

1. Participate in collaborative discussions.
2. Determine the main ideas and supporting details of a text.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and detail.
5. Create engaging audio recordings of stories or poems.
6. Add visual displays when appropriate.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Essential Questions

1. What are the differences between needs and wants?
2. How do choices of individuals affect production and consumption?
3. What impact does scarcity have on the production, distribution, and consumption of goods and services?
4. Why can't I have everything I want?

Standards Vocabulary

1. explicit
2. inference
3. textual evidence
4. analyze
5. interpret

Additional Vocabulary

1. economy
2. agriculture
3. industry
4. natural resources
5. goods and services
6. transportation
7. communication
8. manufacturing
9. scarcity
10. opportunity costs
11. consumer
12. producer
13. consumption
14. production
15. market
16. buyers
17. sellers
18. exchange
19. profit
20. cost and benefit
21. budget
22. needs and wants
23. distribution
24. income
25. interest
26. trade
27. export
28. import
29. global economy

Stage 2: Assessment Evidence

Allocation Project

Formative: Reflective Writing

After the teacher distributes bags with different numbers of items to small groups, students must decide how to allocate these items to group members in a way that is acceptable to all. Adding a time element for distribution will increase the challenge of this task. Record and report group choices. Students will then write a reflection on the activity.

Needs and Wants Poster

Formative: Posters

Students will create a poster by searching and labeling different examples of needs and wants from newspapers, magazines, etc.

Mock Business

Summative: Project

In small groups, students will plan a mock business. They must identify the product, the materials and resources needed to make it, price, and sales market. A business plan should be submitted to the teacher after the business has been planned.

Entrepreneur Essay

Summative: Essay

Students will research an entrepreneur. They should note how they were inspired to start the business, their unique business ideas, and if they have given back to their communities. Possible local people include John D. Rockefeller, Frank Seiberling, Herbert H. Dow, Charles Geschke, Ronald Wayne, and George Steinbrenner. Students will write an essay on their findings.

Plan a Party

Formative: Cooperative Group Work

Students should imagine that each group has $200 to spend on a class party. They can use grocery and other store flyers to plan a budget for the party that includes food, drinks and needed supplies. The groups can present and compare their budgets.

Career Illustration

Formative: Visual Arts Project

Draw an example of a career demonstrating goods/service.

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students will create a T-chart showing goods/services.
2. Independent Study. Draw an example of a career demonstrating goods/service.
3. Problem Solving. After the teacher distributes bags with different numbers of items to small groups, students must decide how to allocate these items to group members in a way that is acceptable to all. Adding a time element for distribution will increase the challenge of this task. Record and report group choices. Students will then write a reflection on the activity.
4. Project. Students will create a poster by searching and labeling different examples of needs and wants from newspapers, magazines, etc.
5. Cooperative Learning Groups. In small groups, students will plan a mock business. They must identify the product, the materials and resources needed to make it, price, and sales market. A business plan should be submitted to the teacher after the business has been planned.
6. Research. Students will research an entrepreneur. They should note how they were inspired to start the business, their unique business ideas, and if they have given back to their communities. Possible local people include John D. Rockefeller, Frank Seiberling, Herbert H. Dow, Charles Geschke, Ronald Wayne, and George Steinbrenner. Students will write an essay on their findings.
7. Project. Students will design a business sign for a specialized job they are interested in having in their local community. Their signs can be displayed and they can have an open house where each student can explain what kinds of goods or services they can provide and how others can assist them in their job.
8. Cooperative Learning Groups. Students should imagine that each group has $200 to spend on a class party. They can use grocery and other store flyers to plan a budget for the party that includes food, drinks and needed supplies. The groups can present and compare their budgets.

Resources

Resources

1. iPad resources
2. Literature Connections  
   *Kermit the Hermit* by Bill Peet  
   *Toothpaste Millionaire* by Jean Merrill  
   *Seashells to Smart Cards* by Ernestine Giesecke  
   *The Lemonade War* by Jacqueline Davies  
   *Mr. McBroom's Wonderful OneAcre Farm: Three Tall Tales* by Sid Fleischman  
   *Beatrice's Goat* by Page McBrier and Lori Lohstoeter  
   *The Berenstein Bears' Dollars and Sense* by Stan and Jan Berenstein  
   *Boom Town* by Sonia Levitin

Resources

* Toys for Me ([http://www.econedlink.org/lessons/index.php?lid=517type=student](http://www.econedlink.org/lessons/index.php?lid=517&type=student))

Grade 3 Social Studies / History  
Social Studies 3

Government and Civic Participation

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

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

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d. Provide a concluding statement or section.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Range of Writing 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 tasks, purposes, and audiences.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a. 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.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d. Explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Social Studies (2012)

Government

Theme: Communities: Past and Present, Near and Far Civic Participation and Skills

9. Members of local communities have social and political responsibilities.

10. Individuals make the community a better place by solving problems in a way that promotes the common good.

Rules and Laws

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

Roles and Systems

12. Governments have authority to make and enforce laws.

13. The structure of local governments may differ from one community to another.

Geography

Theme: Communities: Past and Present, Near and Far Spatial Thinking and Skills

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

History

Heritage

3. Local communities change over time.

Economics

Theme: Communities: Past and Present, Near and Far Economic Decision Making and Skills

15. Both positive and negative incentives affect peoples choices and behaviors.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. structure of government
2. laws and rules
3. rights and responsibilities
4. positive and negative incentives
5. common good

Skills

1. Explain that members of local communities have social and political responsibilities.
2. Describe the structure of the local government.
3. Identify local leaders and their responsibilities.
4. Define power and authority.
5. Analyze how individuals make the community a better place in which to live by solving problems in a way that promotes the common good.
6. Recognize that laws apply to all people in a community.
7. Describe ways people are expected to behave in order to promote order and security, provide public services and protect the rights of individuals in the local community.
8. Discuss the importance of following city rules and laws and the consequences for violating those rules and laws.
9. Apply a problem solving/decision making process which includes: identifying a problem, gathering information, listing and considering advantages and disadvantages of options, choosing and implementing a solution.
10. Recognize the social importance of obeying laws.
11. Discuss that governments have authority to make and enforce laws.
12. Compare and contrast the structure of local governments from one community to another.
13. Describe the process of voting in a democratic government.
14. Explain the importance of voting in a democratic government.
15. Explain the need for citizens to pay taxes.
16. Describe how people help to make the community a better place in which to live.
17. Demonstrate Christian values and effective citizenship traits.

Common Core/Literacy Standards

Informational Texts

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine main idea and supporting detail.
3. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of academic and domain-specific words and phrases.
5. Describe the overall structure of information in a text.
6. Use text features and search tools to locate information relevant to topic.
7. Distinguish their own point of view from that of the author of a text.
8. Use information gained from illustrations.
9. Describe the logical connection between particular sentences and paragraphs in a text
10. Compare and contrast the most important points and key details.
11. By the end of the year, read and comprehend informational texts, including history/social studies and technical texts, at the high end of the grades 23 text complexity band independently and proficiently.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing.
6. With guidance and support from adults, use technology to produce and publish writing.
7. Conduct short research projects.
8. Gather information, take notes, and sort into categories.
9. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Determine the main ideas and supporting details of a text.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and detail.
5. Create engaging audio recordings of stories or poems.
6. Add visual displays when appropriate.
7. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Essential Questions

1. Why do I have to obey the laws?
2. How do personal and civic responsibilities vary?
3. How are governments created, structured, maintained, and changed according to their communities?
4. Why do we have governments?

Standards Vocabulary

1. inference
2. textual evidence
3. explicit
4. analyze
5. interpret
6. integrate
7. compare
8. describe

Additional Vocabulary

1. social responsibility
2. political responsibility
3. authority
4. choices
5. laws
6. rules
7. enforce
8. common good
9. order
10. security
11. public services
12. rights of individuals
13. positive and negative incentives
14. local government
15. mayor
16. city council
17. taxes
18. governor
19. counties
20. townships
21. municipalities
22. voting
23. democracy

Stage 2: Assessment Evidence

There Ought to Be a Law

Summative: Persuasive Writing

Students will use the problem solving/decision making process to discuss issues relevant to the local community. They will need to evaluate if a law should be made to deal with the issue. They can then write a persuasive letter as a group to the mayor proposing their law.

Guide for a Good Citizen

Summative: Visual Arts Project

The mayor has asked the class to create a booklet for responsible citizenship which he plans to distribute to all the citizens in the city. Describe what it means to be a good citizen. Include both rights and responsibilities. Draw pictures to illustrate.

Rights and Responsibilities

Formative: Graphic Organizer

Discuss a story such as Roxaboxen, the story of an imaginary community. Point out how children in the story work together to build a community. Then have the students identify the rights and responsibilities described in the story by using a graphic organizer.

Career Connection

Summative: Research Project

Students will research various government careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Computer Assisted Instruction. Students will visit the website Buttons, Banners, and Broadsides to see a history of political campaigning in Ohio. (See Links)
2. Computer Assisted Instruction. Students can learn how laws are made and more. They can plan activities to celebrate Constitution Day on September 17. (See Links.)
3. Lecture. Students can invite a law enforcement officer to class to discuss city rules and laws that apply to the students and reasons for following the rules and laws.
4. Role Playing. Students can role play situations where laws are not obeyed or rights are not respected. The class can then discuss the problems that arise in these situations.
5. Discussion. Students will brainstorm a list of services provided by the local government. They will then determine how these services would be accomplished without the citizens paying taxes. Who would pave the street or remove snow or provide protection?
6. Problem Solving. Students will use the problem solving/decision making process to discuss issues relevant to the local community. They will need to evaluate if a law should be made to deal with the issue. They can then write a letter as a group to the mayor proposing their law.
7. Graphic Organizer. Discuss a story such as *Roxaboxen*, the story of an imaginary community. Point out how children in the story work together to build a community. Then have the students identify the rights and responsibilities described in the story by using a graphic organizer.

Research Project. Students will research various government careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

* Campaigning in Ohio ([www.ohiokids.org](http://www.ohiokids.org))

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Washington D.C.: A Scrapbook* by Laura Lee Benson  
   *Kids' Guide: Local Government* by Ernestine Geisecke  
   *So You Want to be President* by Judith St. George  
   *House Mouse, Senate Mouse* by Peter W. Barnes and Cheryl Shaw Barnes  
   *Roxaboxen* by Alice McLerran  
   *We the Kids* by David Catrow  
   *Becoming a Citizen* by Sarah De Capua  
   *Paying Taxe*s by Sarah De Capua  
   *The Voice of the People* by Betsy Maestro and Giulio Maestro  
   *America Votes: How Our President is Elected* by Linda Granfield

Resources

* Lesson Plans and Resources (<http://bensguide.gpo.gov/3-5/>)