

### Topics & Standards

### <u>History</u>

#### Geography

8. Communities may include diverse cultural groups.

### **Quarter 1**

### Laws and Rules

Roles and Systems of Government

Civic Participation and Skills

#### **Government**

- 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.
- 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.
- 12. Governments have authority to make and enforce laws.
- 13. The structure of local governments may differ from one community to another.

#### **Economics**

- 15. Both positive and negative incentives affect people's choices and behaviors.
- 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.

Time Frame	Curriculum Units	Opportunities for	Resources	Technology and
	& Assessment	Integration	(Curriculum or	Differentiated
	(Evidence)		Textbook)	Learning
	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Government	Unit:		The United States	<u>hill.com</u>
Rules and	Formative/Summative	RI.3.4 Determine the meaning of general	Communities and Neighbors	1.6
Laws	Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR	academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Unit 4 (pgs. 148-159)	www.definedstem.com (GRASPS-Project based Learning) www.infohio.org
2 Weeks	<ul> <li>1-2 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common</li> </ul>	McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme	Defined Stem	(games, videos, timelines, research sites, biographies, books)  www.kids.gov
	At least 1 Common Short Cycle per quarter  *Assessments located within unit  McGraw-Hill Assessment  Resources  Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project	Reading Wonders Skills Book Shelf Readers Theatre		(videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Government	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Roles and	Unit:		The United States	hill.com
Systems of Government	Formative/Summative Assessments  • 3-4 tasks that reach	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Communities and Neighbors Unit 4 (pgs. 154-165)	www.definedstem.com (GRASPS-Project based Learning)
3 Weeks	DOK 3-4 AND/OR • 2-3 FATPS/RAFTS	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a	Defined Stem	www.infohio.org (games, videos, timelines, research sites, biographies, books)

	At least 1 GRASP per quarter     At least 1 Common Short Cycle per quarter  *Assessments located within unit  McGraw-Hill Assessment  Resources     Self-Check Quiz     CCSS Reading Informational Text     Words to Know     Unit Wrap Up     Big Idea Project	text, using language that pertains to time, sequence, and cause/effect.  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre		www.kids.gov (videos, games and activities)  http://teachinghistory.org/ (lesson plans, primary resources, videos, activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Government Civic Participation and Skills 3 weeks	UBD Framework Unit: Formative/Summative	Language Arts/Writing RI.3.6 Distinguish their own point of view from that of the author of a text.  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).  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill The United States Communities and Neighbors Unit 4 (pgs. 166-169)  Defined Stem	www.connected.mcgraw-hill.com  www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."

<ul><li>Words to Know</li><li>Unit Wrap Up</li><li>Big Idea Project</li></ul>	

### Topics & Standards

### Quarter 2

#### Maps

### Daily Life in Communities and Regions

### Primary Sources

#### **Timelines**

### **History**

- 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.

#### Geography

- 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.
- 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.
- 8. Communities may include diverse cultural groups.

#### **Government**

- 10. Individuals make the community a better place by solving problems in a way that promotes the common good.
- 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.
- 13. The structure of local governments may differ from one community to another.

### **Economics**

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.

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Time Frame	Curriculum Units	Opportunities for	Resources	Technology and
	& Assessment	Integration	(Curriculum	Differentiated
	(Evidence)		or Textbook)	Learning
Physical and Political Maps  2 -3 Weeks	UBD Framework Unit:	Language Arts/Writing 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).  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill Ohio-The United States Communities and Neighbors (Unit 1 Lesson 1)  Defined Stem	www.connected.mcgraw-hill.com  www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Daily Life in Communities	Big Idea Project     UBD Framework     Unit:	Language Arts/Writing RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text	McGraw Hill	www.connected.mcgraw-hill.com www.definedstem.com

2 Weeks	Formative/Summative Assessments	(e.g., where, when, why, and how key events occur).  RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Ohio-The United States Communities and Neighbors (Unit 1 Lesson 2-5)  Defined Stem	Www.infohio.org (games, videos, timelines, research sites, biographies, books)  Www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Primary	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com
Sources	Unit:	RI.3.4 Determine the meaning of general	Ohio-The United	
2 Weeks	Formative/Summative Assessments  2-3 tasks that reach DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per quarter  At least 1 Common Short Cycle per quarter  *Assessments located within unit	academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	States Communities and Neighbors (Unit 1 Lesson 2-5)  Defined Stem	www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  http://www.loc.gov/teachers/using primarysources/guides.html (Primary resources all subjects)

	McGraw-Hill Assessment Resources  Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project			Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Timelines	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com
2 Weeks	Unit: Formative/Summative Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources  • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project	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).  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Ohio-The United States Communities and Neighbors  Leveled Reader: Martin Luther King. Jr: A Man With a Dream  Defined Stem	http://timeline.thinkport.org (timelines, activities)  www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."

Topics &
Standards

<u>History</u>

3. Local communities change over time.

#### Quarter 3

### Local Communities

#### Daily Life

Agriculture Industry Natural Resources

### Human Modification

### Systems of Transportation

### Geography

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

#### Government

- 10. Individuals make the community a better place by solving problems in a way that promotes the common good.
- 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.
- 12. The structure of local governments may differ from one community to another.

### **Economics**

- 14. Line graphs are used to show changes in data over time.
- 15. Both positive and negative incentives affect people's choices and behaviors.
- 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.
- 17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.
- 18. A market is where buyers and sellers exchange goods and services.

Time Frame	Curriculum Units	Opportunities for Integration	Resources	Technology and
	& Assessment		(Curriculum	Differentiated
	(Evidence)		or Textbook)	Learning
Local	<b>UBD Framework</b>	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Communities	Unit:		The United States	<u>hill.com</u>
		RI.3.8 Describe the logical connection between particular	Communities and	
2 Weeks	Formative/Summative	sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Neighbors	define determ com
	Assessments	cause/enect, mst/second/tima in a sequence/.	(Unit 2)	www.definedstem.com (GRASPS-Project based Learning)
	<ul> <li>2-3 tasks that reach</li> </ul>	McGraw-Hill Text Literacy Resources		
	DOK 3-4 AND/OR	Link to Literacy		www.infohio.org
	1-2 FATPS/RAFTS  At least 1 CRASS as a second	Reading Wonders Theme	Defined Stem	(games, videos, timelines, research sites, biographies, books)
	<ul> <li>At least 1 GRASP per quarter</li> </ul>	Reading Wonders Skills		
	At least 1 Common	Book Shelf		www.kids.gov
	Short Cycle per	Readers Theatre		(videos, games and activities)
	quarter			Differentiated Instruction
	*Assessments located within			and ELL support listed in TM
	unit			for each lesson as well as in
	<u>McGraw-Hill</u>			online resources under
	<u>Assessment Resources</u>			"Show as You Go."
	Self-Check Quiz			
	CCSS Reading     Informational Text			
	Words to Know			
	Unit Wrap Up			
	Big Idea Project			
Daily Life	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Influences	Unit:	RI.3.2 Determine the main idea of a text; recount the key	The United States	<u>hill.com</u>
-		details and explain how they support the main idea.	Communities and	
2 Weeks	Formative/Summative	McGraw-Hill Text Literacy Resources	Neighbors	http://timeline.thinkport.
	Assessments	Link to Literacy	(Unit 2)	org (timelines, activities)
	• 2-3 tasks that reach	Reading Wonders Theme		www.definedstem.com
	DOK 3-4 AND/OR	Reading Wonders Skills		(GRASPS-Project based Learning)

	1-2 FATPS/RAFTS     At least 1 GRASP per quarter     At least 1 Common Short Cycle per quarter  *Assessments located within unit  McGraw-Hill  Assessment Resources     Self-Check Quiz     CCSS Reading Informational Text     Words to Know     Unit Wrap Up  Big Idea Project	Book Shelf Readers Theatre	Defined Stem	www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Human Modification of Environment 2 Weeks	UBD Framework Unit:  Formative/Summative	RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill The United States Communities and Neighbors (Unit 2)  Defined Stem	www.connected.mcgra w-hill.com  http://teachinghistory.org / (lesson plans, primary resources, videos, activities)  www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in

	<ul> <li>CCSS Reading         <ul> <li>Informational Text</li> </ul> </li> <li>Words to Know</li> </ul>			online resources under "Show as You Go."
	<ul><li>Unit Wrap Up</li><li>Big Idea Project</li></ul>			
Systems of	<b>UBD Framework</b>	Language Arts/Writing	McGraw Hill	www.connected.mcgra
Transportation	Unit:	RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	The United States Communities and	<u>w-hill.com</u>
2 Weeks	Formative/Summative	McGraw-Hill Text Literacy Resources	Neighbors	http://teachinghistory.org
	Assessments • 2-3 tasks that reach	Link to Literacy Reading Wonders Theme	(unit 2)	[ (lesson plans, primary resources, videos, activities)
	DOK 3-4 AND/OR  1-2 FATPS/RAFTS  At least 1 GRASP per	Reading Wonders Skills Book Shelf Readers Theatre	Defined Stem	www.definedstem.com (GRASPS-Project based Learning)
	<ul> <li>quarter</li> <li>At least 1 Common Short Cycle per</li> </ul>	neuders medic		www.infohio.org (games, videos, timelines, research sites, biographies, books)
	*Assessments located within unit			www.kids.gov (videos, games and activities)
	McGraw-Hill Assessment Resources Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project			Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."

Topics &
Standards

Quarter 4

#### **History**

- 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.
- 3. Local communities change over time.

Economics Financial Literacy	<ul> <li>Geography</li> <li>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.</li> </ul>
Diveracy	<ul> <li>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</li> <li>Government         <ul> <li>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</li> </ul> </li> </ul>
	<u>Economics</u>
	<ol> <li>Line graphs are used to show changes in data over time.</li> <li>Both positive and negative incentives affect people's choices and behaviors.</li> <li>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.</li> <li>A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</li> <li>A market is where buyers and sellers exchange goods and services.</li> </ol>

Time Frame	Curriculum Units	Opportunities for Integration	Resources	Technology and
	& Assessment		(Curriculum	Differentiated
	(Evidence)		or Textbook)	Learning
<b>Economics</b>	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com
	Unit:			

$Line\ graphs$	Formative/Summative	Common Core State Standards	The United	www.definedstem.com (GRASPS-Project based Learning)
	Assessments	RI.3.4 Determine the meaning of general	States	(GRASPS-Project based Learning)
Positive and	<ul> <li>2-3 tasks that reach</li> </ul>	academic and domain-specific words and phrases	Communities and	www.infohio.org
Negative	DOK 3-4 AND/OR	in a text relevant to a grade 3 topic or subject	Neighbors	(games, videos, timelines, research sites,
Incentives	• 1-2 FATPS/RAFTS	area.	(Unit 3 Lesson 1-	biographies, books)
	At least 1 GRASP per	RI.3.5 Use text features and search tools (e.g.,	2)	
$2\ Weeks$	quarter	key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		www.kids.gov (videos, games and activities)
_ // 00.00	<ul> <li>At least 1 Common Short Cycle per</li> </ul>	miorination relevant to a given topic emolently.		(videos, gaines and activities)
	quarter		Defined Stem	http://www.loc.gov/teachers/using
	*Assessments located within	McGraw-Hill Text Literacy Resources	Defined Stein	primarysources/guides.html
	unit	Link to Literacy		(Primary resources all subjects)
	McGraw-Hill Assessment	Reading Wonders Theme		
	Resources	Reading Wonders Skills		Differentiated Instruction and ELL
	Self-Check Quiz	Book Shelf		support listed in TM for each lesson as
	CCSS Reading	Readers Theatre		well as in online resources under "Show as You Go."
	Informational Text	Readers Theate		Snow as You Go.
	<ul> <li>Words to Know</li> </ul>			
	Unit Wrap Up			
	Big Idea Project			
Economics	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
	Unit:	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases	The United	<u>hill.com</u>
Scarcity of	Formative/Summative	in a text relevant to a grade 3 topic or subject	States	
Resources	Assessments	area.	Communities and	http://bizkids.com/clip/supply-
	<ul> <li>2-3 tasks that reach</li> </ul>	RI.3.5 Use text features and search tools (e.g.,	Neighbors	and-demand
	DOK 3-4 AND/OR	key words, sidebars, hyperlinks) to locate	(Unit 3 Lesson 3)	(lesson plans, games, videos, economics
	• 1-2 FATPS/RAFTS	information relevant to a given topic efficiently.	,	activities)
$2\ Weeks$	At least 1 GRASP per			was a de Cara de Cara a sans
	quarter  • At least 1 Common	McGraw-Hill Text Literacy Resources		www.definedstem.com (GRASPS-Project based Learning)
	Short Cycle per	Link to Literacy	Defined Stem	(construction of the control of the
	quarter	1	Deimed Stein	www.infohio.org
	*Assessments located within	Reading Wonders Theme		(games, videos, timelines, research sites, biographies, books)
	unit	Reading Wonders Skills		biographics, books)
		Book Shelf		

Economic	McGraw-Hill Assessment Resources  Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project UBD Framework	Readers Theatre  Language Arts/Writing	McGraw Hill	www.kids.gov (videos, games and activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."  www.connected.mcgraw-hill.com
Decisions  Consumers and Producers  2 Weeks	Unit: Formative/Summative Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment Resources • Self-Check Quiz	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  RI.3.7 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).  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	The United States Communities and Neighbors (Unit 3 Lesson 3-4)  Defined Stem "Oklahoma Farm Bureau Leader"	www.definedstem.com (GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  http://www.loc.gov/teachers/using primarysources/guides.html (Primary resources all subjects)  http://bizkids.com/clip/supply-and-demand
Economics	<ul> <li>CCSS Reading         Informational Text     </li> <li>Words to Know</li> <li>Unit Wrap Up</li> <li>Big Idea Project</li> </ul> UBD Framework	Language Arts/Writing	McGraw Hill	(lesson plans, games, videos, economics activities)  Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."  www.connected.mcgraw-hill.com
	Unit:	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text		www.definedstem.com

Goods and Services 2 Weeks	Formative/Summative Assessments  • 2-3 tasks that reach DOK 3-4 AND/OR  • 1-2 FATPS/RAFTS  • At least 1 GRASP per quarter  • At least 1 Common Short Cycle per quarter  *Assessments located within unit McGraw-Hill Assessment	(e.g., comparison, cause/effect, first/second/third in a sequence).  McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	The United States Communities and Neighbors (Unit 3 Lesson  Defined Stem	(GRASPS-Project based Learning)  www.infohio.org (games, videos, timelines, research sites, biographies, books)  www.kids.gov (videos, games and activities)  http://bizkids.com/clip/supply-and-demand (lesson plans, games, videos, economics activities)
	unit			(lesson plans, games, videos, economics