



3rd Grade Social Studies Mapping/Pacing Guide 2016-2017

Topics & Standards

Quarter 1

Laws and Rules

Roles and Systems of Government

Civic Participation and Skills

History

Geography

8. Communities may include diverse cultural groups.

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.

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Government Rules and Laws 2 Weeks	<p style="color: red;">UBD Framework</p> Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p align="center">Language Arts/Writing</p> <p><u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p align="center">McGraw Hill The United States Communities and Neighbors Unit 4 (pgs. 148-159)</p> <p align="center">Defined Stem</p>	www.connected.mcgraw-hill.com www.definedstem.com <small>(GRASPS-Project based Learning)</small> www.infohio.org <small>(games, videos, timelines, research sites, biographies, books)</small> www.kids.gov <small>(videos, games and activities)</small> <p style="color: purple;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
Government Roles and Systems of Government 3 Weeks	<p style="color: red;">UBD Framework</p> Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS 	<p align="center">Language Arts/Writing</p> <p><u>RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a</p>	<p align="center">McGraw Hill The United States Communities and Neighbors Unit 4 (pgs. 154-165)</p> <p align="center">Defined Stem</p>	www.connected.mcgraw-hill.com www.definedstem.com <small>(GRASPS-Project based Learning)</small> www.infohio.org <small>(games, videos, timelines, research sites, biographies, books)</small>

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	<ul style="list-style-type: none"> At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 	<p>text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>		<p>www.kids.gov (videos, games and activities)</p> <p>http://teachinghistory.org/ (lesson plans, primary resources, videos, activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p>Government Civic Participation and Skills</p> <p>3 weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 3-4 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text 	<p>Language Arts/Writing</p> <p><u>RI.3.6</u> Distinguish their own point of view from that of the author of a text.</p> <p><u>RI.3.7</u> 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).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill The United States Communities and Neighbors Unit 4 (pgs. 166-169)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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	<ul style="list-style-type: none"> • Words to Know • Unit Wrap Up • Big Idea Project 			
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Topics & Standards <i>Quarter 2</i> Maps <i>Daily Life in Communities and Regions</i> Primary Sources Timelines	<u>History</u> <ol style="list-style-type: none"> 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.
	<u>Geography</u> <ol style="list-style-type: none"> 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.
	<u>Government</u> <ol style="list-style-type: none"> 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.
	<u>Economics</u> <ol style="list-style-type: none"> 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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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Physical and Political Maps 2 -3 Weeks	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Language Arts/Writing <u>RI.3.7</u> 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).</p> <p><u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Ohio-The United States Communities and Neighbors (Unit 1 Lesson 1)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
Daily Life in Communities	<p>UBD Framework Unit: _____</p>	<p>Language Arts/Writing <u>RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p>	<p>McGraw Hill</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com</p>

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<p style="text-align: center;">2 Weeks</p>	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>(e.g., where, when, why, and how key events occur).</p> <p><u>RI.3.9</u> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>Ohio-The United States Communities and Neighbors (Unit 1 Lesson 2-5)</p> <p>Defined Stem</p>	<p>(GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p>Primary Sources</p> <p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p>	<p>Language Arts/Writing</p> <p><u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill Ohio-The United States Communities and Neighbors (Unit 1 Lesson 2-5)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://www.loc.gov/teachers/using primarysources/guides.html (Primary resources all subjects)</p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • 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 2 Weeks	UBD Framework Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 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 <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	Language Arts/Writing <u>RI.3.7</u> 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). <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill Ohio-The United States Communities and Neighbors Leveled Reader: Martin Luther King. Jr: A Man With a Dream Defined Stem	www.connected.mcgraw-hill.com 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.
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<p><u>Quarter 3</u></p> <p><i>Local Communities</i></p> <p><i>Daily Life</i></p> <p><i>Agriculture</i> <i>Industry</i> <i>Natural Resources</i></p> <p><i>Human Modification</i></p> <p><i>Systems of Transportation</i></p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Government</u></p> <ul style="list-style-type: none"> 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. <p><u>Economics</u></p> <ul style="list-style-type: none"> 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.
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Local Communities</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit:</p> <hr/> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u></p> <p><u>Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Language Arts/Writing</p> <p><u>RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill The United States Communities and Neighbors (Unit 2)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p><i>Daily Life Influences</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit:</p> <hr/> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR 	<p>Language Arts/Writing</p> <p><u>RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p>	<p>McGraw Hill The United States Communities and Neighbors (Unit 2)</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://timeline.thinkport.org (timelines, activities)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p>

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	<ul style="list-style-type: none"> • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up <p>Big Idea Project</p>	<p>Book Shelf</p> <p>Readers Theatre</p>	<p>Defined Stem</p>	<p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p><i>Human Modification of Environment</i></p> <p>2 Weeks</p>	<p>UBD Framework</p> <p>Unit:</p> <hr/> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz 	<p>Language Arts/Writing</p> <p>RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>The United States Communities and Neighbors (Unit 2)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://teachinghistory.org / (lesson plans, primary resources, videos, activities)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in</p>

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	<ul style="list-style-type: none"> • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			online resources under "Show as You Go."
<p><i>Systems of Transportation</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit:</p> <hr/> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Language Arts/Writing</p> <p>RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>The United States Communities and Neighbors (unit 2)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://teachinghistory.org (lesson plans, primary resources, videos, activities)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

<p>Topics & Standards</p> <p><u>Quarter 4</u></p>	<p>History</p> <ol style="list-style-type: none"> 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.
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Economics Financial Literacy	<u>Geography</u> 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.
	<u>Government</u> 10. Individuals make the community a better place by solving problems in a way that promotes the common good.
	<u>Economics</u> 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.

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

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<p><i>Line graphs</i></p> <p><i>Positive and Negative Incentives</i></p> <p><i>2 Weeks</i></p>	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Common Core State Standards</p> <p><u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><u>RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>The United States Communities and Neighbors (Unit 3 Lesson 1-2)</p> <p>Defined Stem</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://www.loc.gov/teachers/using/primarysources/guides.html (Primary resources all subjects)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p><i>Economics</i></p> <p><i>Scarcity of Resources</i></p> <p><i>2 Weeks</i></p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p>	<p>Language Arts/Writing</p> <p><u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><u>RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p>	<p>McGraw Hill The United States Communities and Neighbors (Unit 3 Lesson 3)</p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>http://bizkids.com/clip/supply-and-demand (lesson plans, games, videos, economics activities)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	Readers Theatre		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."
<i>Economic Decisions</i> <i>Consumers and Producers</i> <i>2 Weeks</i>	UBD Framework Unit: _____ Formative/Summative Assessments <ul style="list-style-type: none"> • 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 <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	Language Arts/Writing <u>RI.3.3</u> 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. <u>RI.3.7</u> 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). <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill The United States Communities and Neighbors (Unit 3 Lesson 3-4) Defined Stem "Oklahoma Farm Bureau Leader"	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) http://www.loc.gov/teachers/using/primarysources/guides.html (Primary resources all subjects) http://bizkids.com/clip/supply-and-demand (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."
<i>Economics</i>	UBD Framework Unit: _____	Language Arts/Writing <u>RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text	McGraw Hill	www.connected.mcgraw-hill.com www.definedstem.com

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<p><i>Goods and Services</i></p> <p><i>2 Weeks</i></p>	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>(e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>The United States Communities and Neighbors (Unit 3 Lesson</p> <p>Defined Stem</p>	<p>(GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>http://bizkids.com/clip/supply-and-demand (lesson plans, games, videos, economics activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
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