

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Social Studies		
Unit: Unit 1 - Classic Tales	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important
Big Idea: Students explore classic tales from different parts of the world, including The Wind in the Willows, Alice in Wonderland, and “Aladdin and the Wonderful Lamp.” They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with ‘le.’		
PA Core Content Standards/Anchors (or National Standards):		
<p>CC.1.1.3.D: Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D: Explain the point of view of the author.</p> <p>CC.1.3.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B: Identify and introduce the topic.</p> <p>CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E: Choose words and phrases for effect.</p> <p>CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.G: Write opinion pieces on familiar topics or texts</p> <p>CC.1.4.3.H: Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I: Support an opinion with reasons.</p> <p>CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.</p>		

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V: Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

7.1.3.B: Identify and locate places and regions.

7.2.3.A: Identify the physical characteristics of places and regions.

7.2.3.B: Identify the basic physical processes that affect the physical characteristics of places and regions.

8.1.3.D: Understand historical research (facts, folklore, and fiction).

Essential Questions:

- How can I determine the main idea and supporting details of text read aloud?
- What are the long and short vowel sounds?
- What are the r-controlled vowels?
- What are alternate spellings?
- What are syllables with 'le'?
- How can I write from different perspectives?
- How can I ask and answer questions to demonstrate understanding?
- How can I recount the events and themes of a story?
- How do characters demonstrate the story's theme?
- How do I describe a character?
- What is a proverb?
- What is a metaphor?
- How can I use the writing process to write an opinion paragraph?
- What is personification?
- What are the story elements of a read aloud?

Understandings:

- Children's stories come from around the world.
- Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.
- Literary tools in fiction include personification, perspective, and point of view.
- Fiction has themes such as friendship, hospitality and responsibility.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How can literature teach us about ourselves and others? ● How can a reader use their imagination to better understand a story? ● What do characters' actions say about them? ● Do stories need to be exactly like real life? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with 'le' ● Analyze characters, perspective, and point of view ● Demonstrate understanding of plot and sequence ● Identify themes ● Demonstrate understanding of key vocabulary ● Write an opinion paragraph
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● meandered ● dejected ● state ● postpone ● summoned ● reproached ● forage ● conceited ● pursued ● deprived ● recklessly ● startled ● modest 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Classic Tales (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>The Hatseller and the Monkeys</i>, by Baba Wague Diakite ● <i>Ming Lo Moves the Mountain</i>, by Arnold Lobel ● <i>Martina the Beautiful Cockroach</i>, by Carmen Agra Deedy and illustrated by Michael Allen Austin ● <i>Rabbit's Snow Dance</i>, by James and Joseph Bruchac and illustrated by Jeff Newman

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Unit 2 - Animal Classification	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: This unit continues students’ study of the natural world, explaining how scientists use animals’ characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as –ed, –ing, and –es. In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes un, non–, re–, and pre–and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.E: Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is this text really about? (e.g. theme, main idea, moral)? • How do I figure out the meaning of unknown words/phrases/concepts? • What insights can we gain by comparing two (or more) 	<p>Understandings:</p> <ul style="list-style-type: none"> • Classification is important for organizing, analyzing, and understanding data. • Observation and identification of key details and characteristics. • Engagement in structured inquiry to make reasonable inferences from text evidence.

<p>texts?</p> <ul style="list-style-type: none"> ● How do I use text features (e.g. photographs, charts) to better comprehend the text? ● Why am I writing? What is my purpose? ● How do I develop and refine my idea(s)? ● Why do we have/need rules of language? 	<ul style="list-style-type: none"> ● Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Why is it important to classify animals? ● Which groups of animals can be classified by their backbones? ● How do animals change as they grow? ● What can we learn from observing animals? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary. ● Record observations and reflections based on informational reading. ● Review suffixes and root words. ● Alphabetization to the 2nd and 3rd letter. ● Developing sentence structure and parts of speech. ● Understanding concrete and abstract nouns. ● Identifying and applying prefixes. ● Writing an informational paragraph.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● classify ● constant ● aquatic ● effectively ● metabolism ● stately 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The Ancient Roman Civilization (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>The Vast Wonder of the World: Biologist Ernest Everett</i>, by Mélina Mangal and illustrated by Luisa Uribe ● <i>Shark Lady: The True Story of how Eugenie Clark Became the Ocean's Most Fearless Scientist</i>, by Jess Keating and illustrated by Marta Álvarez ● <i>Frida Kahlo and her Animalitos</i>, by Monica Brown and illustrated by John Parra ● <i>Kamik: An Inuit Puppy Story</i>, by Donald Uluadluak and illustrated by Qin Leng

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Unit 3 - The Human Body	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding –s or –es to certain verb forms, and they review changing the letter ‘f’ to ‘v’ and adding the suffix –es to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding –s or –es to third person singular verbs. In this unit, students study the common prefixes dis– and mis– and review the prefixes un–, non–, re–, pre–, dis–, and mis–.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B: Identify and introduce the topic.</p> <p>CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is this text really about (e.g. theme, main idea, moral)? • How do you read between the lines? • How do I figure out the meaning of unknown words/phrases/concepts? • What’s the author’s point of view? How does it influence the 	<p>Understandings:</p> <ul style="list-style-type: none"> • Learning can be expanded by looking at systems in greater depth and detail. • Systems in the body are all closely interconnected • Preventative measures can ensure healthy, active bodies. • Learning can be approached by identifying prior knowledge, setting a purpose for reading, and reviewing what was learned. (K-W-L).

<p>author's message and reader's interpretation</p> <ul style="list-style-type: none"> ● Why am I writing? What is my purpose? ● How do I develop and refine my idea(s)? ● Why do we have/need rules of language? 	
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How do parts of the body work together to keep you alive? ● What parts of the body work to help bones? ● How do parts of the body communicate? ● What are some ways blind and deaf individuals communicate? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Use a K-W-L chart to organize information. ● Demonstrate understanding of key vocabulary. ● Demonstrate ability to pluralize regular and irregular nouns. ● Create sentences with subject-verb agreement ● Develop and order topic, detail, and concluding sentences in a paragraph with a title. ● Identify and use pronouns and prefixes dis- and mis-
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● interconnected ● structure ● appendages ● voluntary ● involuntary ● consciously ● unconsciously ● hemispheres 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The Human Body (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</i>, by Laurie Ann Thompson and illustrated by Sean Qualls ● <i>Dancing in the Wings</i>, by Debbie Allen and illustrated by Kadir Nelson ● <i>The Happiest Tree: A Yoga Story</i>, by Uma Krishnaswami and illustrated by Ruth Jeyaveeran ● <i>King for a Day</i>, by Rukhsana Khan and illustrated by Christiane Krömer ● <i>Just Ask!: Be Different, Be Brave, Be You</i>, by Sonia Sotomayor and illustrated by Rafael López ● <i>Knots on a Rope</i>, by Bill Martin Jr. and John Archambault and illustrated by Ted Rand ● <i>Your Fantastic Elastic Brain: Stretch It, Shape It</i>, by JoAnn Deak Ph.D. and illustrated by Sarah Ackerley ● <i>Power Up</i>, by Seth Fishman and illustrated by Isabel Greenberg ● <i>Awesomely Emma: A Charley and Emma Story (Charley and Emma Stories, 2)</i>, by Amy Webb and illustrated by Merrilee Liddiard

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 4 - The Ancient Roman Civilization

Essential

Important

Compact

Big Idea: Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome's founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs to be and to have as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes –er, –or, –ist, –ian, –y, and –al, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome's most significant cultural contribution.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.3.3.D: Explain the point of view of the author.

CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.Q: Choose words and phrases for effect.

CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.F: 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.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Population Culture, Settlement, Economic activities, Political activities.

8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.

8.1.3.C: Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.3.3.C: Identify and describe how continuity and change have impacted U.S. history.

8.4.3.A: Identify the elements of culture and ethnicity.

8.4.3.B: Identify the importance of artifacts and sites to different cultures and ethnicities.

8.4.3.D: Identify conflict and cooperation among groups and organizations from around the world.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Who is my audience? What will work best for my audience? ● How do I develop and refine my idea(s)? ● How do I best present my findings? ● Why do we have/need rules of language? ● How do authors use language and stylistic choices to convey their meaning? ● What makes an argument persuasive? ● How do I support my argument? 	<p><u>Understandings:</u></p> <ul style="list-style-type: none"> ● This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire. ● An introduction to ancient Roman culture, including food, religion, education, and class. ● Roman geography, history, government, and monumental battles of the Roman Empire.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How did Rome expand into an empire? ● What were the characteristics of the Roman gods and goddesses? ● Why was Julius Caesar one of Rome's most influential leaders? ● What led to the collapse of the Roman Empire? 	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the point of view of a text. ● Demonstrate understanding of the main idea and key vocabulary. ● Review r-controlled vowels and learn spelling patterns for the /ee/ sound. ● Continue developing subject-verb agreement and correct verb tense usage. ● Suffixes -y, -al, -ist, and -ian. ● Write an opinion essay.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● ruins ● defied ● elaborate ● attributes ● conflict ● ingenious ● chaos ● uncivilized ● influence ● witnessed 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The Ancient Roman Civilization (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>How the Amazon Queen Fought the Prince of Egypt</i>, by Tamara Bower ● <i>Boxitects</i>, by Kim Smith ● <i>Mulan: The Legend of Woman Warrior</i>, by Faye-Lynn Wu and illustrated by Joy Ang ● <i>The Magic Bean Tree: A Legend from Argentina</i>, by Nancy Van Lann and illustrated by Beatriz Vidal ● <i>Star Boy</i>, by Paul Goble

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 5 - Light and Sound

Essential

Important

Compact

Big Idea: In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with -ly, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions and and but. Students review the suffixes -er, -or, -ist, -ian, -y, and -al. In addition, students will learn the suffixes -ous and -ly. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.Q: Choose words and phrases for effect.

CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Why am I writing? What is my purpose? ● How do I develop and refine my idea(s)? ● How do I engage my audience throughout my writing? ● What is this text really about? (e.g. theme, main idea, moral)? ● How does understanding the structure of language help us read a text? ● How do you “read between the lines?” ● How do people, events and ideas develop within the text? 	<p><u>Understandings:</u></p> <ul style="list-style-type: none"> ● This domain builds on a previous domain, The Five Senses, with more in-depth information about sight and hearing. ● This domain provides the foundation for the future, in depth learning about the human body and light and sound. ● Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What are the properties of light and sound? ● Why is the sun’s light important for life on Earth? ● What is the relationship between color and light? ● How do humans produce sound? 	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples’ lives ● Demonstrate understanding of key vocabulary ● Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound ● Acquire dictionary skills, particularly guide words ● Demonstrate understanding of adverbs indicating when and where and conjunctions ● Review previously learned suffixes and identify meaning and usage of -ous and -ly
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● energy ● concave ● convex ● spectrum ● vibration ● frequency ● variations 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Light and Sound (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Trombone Shorty</i>, by Troy Andrews and illustrated by Bryan Collier ● <i>The Sound of Silence</i>, by Katrina Goldsaito and illustrated by Julia Kuo ● <i>Drum Dream Girl</i>, by Margarita Engle and illustrated by Rafael López ● <i>The Legend of the Indian Paintbrush</i>, by Tomie DePaola ● <i>Chandra’s Magic Light: A Story in Nepal</i>, by Theresa Heine and illustrated by Judith Gueyfier

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 6 - The Viking Age

Essential

Important

Compact

Big Idea: This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes –ly and –ive. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.F: Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

CC.1.2.3.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.E: Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.

CC.1.3.3.G: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.K: Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.3.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E: Choose words and phrases for effect.

CC.1.4.3.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.3.H: Introduce the topic and state an opinion on the topic.

CC.1.4.3.I: Support an opinion with reasons.

CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.Q: Choose words and phrases for effect.

CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X: 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.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

7.1.3.B: Identify and locate places and regions as defined by physical and human features.

7.2.3.A: Identify the physical characteristics of places and regions.

7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

7.4.3.A: Identify the effect of the physical systems on people within a community.

7.4.3.B: Identify the effect of people on the physical systems within a community.

8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.

8.1.3.B: Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

8.1.3.C: Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.4.3.A: Identify the elements of culture and ethnicity.

8.4.3.B: Identify the importance of artifacts and sites to different cultures and ethnicities.

Essential Questions:

- How can I make predictions?
- What are the story elements or a Norse myth?
- How can I analyze how a character changes over time?
- How can I use a conjunction while writing sentences?
- How can I determine the main idea and details of a Norse myth?
- How can I use text evidence to support my answer?
- How can I compare and contrast two characters?
- How can I write a narrative about one character?
- How can I choose words with the correct suffix?

Understandings:

- The word Norse comes from the word north; the warriors who lived in the north were called Vikings. The Vikings passed down the Norse myths through many generations.
- They originated from the ancient Scandinavian countries.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What lessons about people and humanity can we learn from stories about the Norse gods? ● What personalities did the Norse gods have? ● How did the people of the Viking Age imagine what the universe looked like? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Make predictions about a text ● Describe, compare and assign actions to characters ● Write informational piece on character description ● Review spelling patterns for /k/ and /s/ ● Identify conjunction “because” as the signal of an answer to a “why” question ● Demonstrate understanding of key vocabulary ● Apply suffixes -ive and -ly to root words ● Mid-Year Assessment
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● mead ● veil ● scoundrel ● awry ● craftsman ● anvil ● forge ● villainy ● rogue ● conceal ● belch ● steed ● mourn ● writhe ● prophecy 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: The Viking Age (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Zomo the Rabbit: A Trickster Tale from West Africa</i>, by Gerald McDermott ● <i>Uncle Peter’s Amazing Chinese Wedding</i>, by Lenore Look and illustrated by Yumi Heo ● <i>Monkey: A Trickster Tale from India</i>, by Gerald McDermott ● <i>Jabuti the Tortoise: A Trickster Tale from the Amazon</i>, by Gerald McDermott ● <i>Musicians of the Sun</i>, by Gerald McDermott

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies	
Unit: Unit 7 - Astronomy: Our Solar System	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<p>Big Idea: Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.</p>	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p> <p>CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.3.F: 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.</p> <p>CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the author trying to tell me? ● Why am I writing? ● What is my purpose? ● What insights can we gain by comparing two (or more) texts? ● How do I support my argument? ● Who is my audience? What will work best for my audience? ● How do I develop and refine my idea(s)? 	<p>Understandings:</p> <ul style="list-style-type: none"> ● Gravity is a force that has different effects on Earth than it does in space. ● The difference between a hypothesis and a theory ● Introduction of the Big Bang Theory as a theory for the origin of the universe ● Key people and events from the study and exploration of space.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • What celestial objects make up our solar system? What discrete skills and processes should students be able to use? Students will be skilled at... • What are the features of the eight planets in our solar systems? • Where are certain constellations visible in the night sky? • How do we know that the planets orbit the sun? • What is an ordinary day like on the International Space Station? 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast two people, things or ideas. • Write an informative piece about the life of an astronaut. • Identify cause and effect in a text. • Demonstrate proficiency in dictionary skills using guide words. • Demonstrate understanding of singular and plural possessive nouns. • Apply knowledge of suffixes to unfamiliar words in text and content. • Demonstrate understanding of key vocabulary.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • universe • frigid • triumph • mission 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • CKLA Anchor Texts: Astronomy - Our Solar System(Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> • <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i>, by Margot Lee Shetterly and illustrated by Laura Freeman • <i>Counting on Katherine: How Katherine Johnson Saved Apollo 13</i>, by Helaine Becker and illustrated by Dow Phumiruk • <i>Astronaut Kalpana Chawla: Reaching for the Stars</i>, by Ai-Ling Louie and illustrated by H. Rick Pettway • <i>Coyote Places the Stars</i>, by Harriet Peck Taylor • <i>The Star People</i>, by S.D. Nelson • <i>The Skies Above My Eyes</i>, by Charlotte Guillain and illustrated by Yuval Zommer • <i>Your Place in the Universe</i>, by Jason Chin

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 8 - Native Americans

 x **Essential**

 Important

 Compact

Big Idea: Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled ‘tion.’ They study possessive nouns and pronouns, plural possessive nouns not ending in ‘s’ or ‘es,’ and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it’s. Students learn the suffixes –ish, –ness, –able, and –ible. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.D: Explain the point of view of the author.

CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others’ ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.F: 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.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

Pennsylvania Social Studies Standards:

7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

7.1.3.B: Identify and locate places and regions as defined by physical and human features.

7.2.3.A: Identify the physical characteristics of places and regions.

7.2.3.B: Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities.

7.4.3.A: Identify the effect of the physical systems on people within a community.

7.4.3.B: Identify the effect of people on the physical systems within a community.

8.1.3.C: Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.3.3.C: Identify and describe how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do I best present my findings? ● How can I support my findings and conclusions? ● Why do we have/need rules of language? ● What “truths” can we learn from fiction? ● What does this literature reveal about a culture/time period? ● What is this text really about? (e.g. theme, main idea, moral) ● How do authors develop ideas, characters, and events within the text? ● How do authors use language and stylistic choices to convey their meaning? ● What’s the author’s point of view? How does it influence the author's message and reader’s interpretation? 	<p><u>Understandings:</u></p> <ul style="list-style-type: none"> ● Scientists believe that the first people in North and South America migrated there from Asia. ● Native Americans had to adapt to the climate and geography of the land on which they lived. ● That adaptation shaped their culture, including the methods they used to obtain food, the shelters they built, and the clothing they wore.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What was unique about each of the various Native American tribes? ● How did Native Americans find food in their various climates? ● How did Native Americans end up settling in what is now the U.S.? ● How did Native Americans in colder climates survive? 	<p><u>Do/Skills:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Review various spelling patterns for mastery ● Identify possessive nouns and pronouns ● Understanding of suffixes -ish, -ness, -able, and -ible ● Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● nomadic ● intricately ● adopted ● cloaked ● inhospitable 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Native Americans (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Only the Mountains Do Not Move: A Maasai Story of Culture and Conversation</i>, by Jan Reynolds ● <i>Hand over Hand</i>, by Alma Fullerton and illustrated by Renné Benoit ● <i>Anna Carries Water</i>, by Olive Senior and illustrated by Laura James ● <i>Wilma’s Way Home: The Life of Wilma Mankiller</i>, by Doreen Rappaport and illustrated by Linda Kukuk

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 9 - Early Explorations of North America

Essential

Important

Compact

Big Idea: Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words for example, in the same way, and in contrast. Students are also introduced to comparative and superlative adjectives using the suffixes –er and –est as well as more and most; they also learn about irregular comparative and superlative adjectives. Students study the prefixes pro– and anti– and review the suffixes –ish, –ness, –able, and –ible. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.3.G: Write opinion pieces on familiar topics or texts.

CC.1.4.3.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.F: 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.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

7.1.3.B: Identify and locate places and regions as defined by physical and human features.

7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities.

7.4.3.A: Identify the effect of the physical systems on people within a community.

7.4.3.B: Identify the effect of people on the physical systems within a community.

8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.

8.1.3.C: Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.3.3.A: Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.

8.3.3.B: Identify and describe historical documents, artifacts, and places critical to United States history.

8.3.3.C: Identify and describe how continuity and change have impacted U.S. history. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.

8.3.3.D: Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. Ethnicity and race. Working conditions, immigration, military conflict, and economic stability.

8.4.3.A: Identify the elements of culture and ethnicity.

8.4.3.B: Identify the importance of artifacts and sites to different cultures and ethnicities.

8.4.3.C: Compare and contrast selected world cultures.

8.4.3.D: Identify conflict and cooperation among groups and organizations from around the world.

Essential Questions:

- What is this text really about? (e.g. theme, main idea, moral)?
- What is the author trying to tell me?
- How does what I read (e.g. text structure, story elements) influence how I should read it?
- How do I figure out the meaning of unknown words/phrases/concepts?
- How do authors develop ideas, characters, and events within the text?
- What is this text really about (e.g. theme, main idea, moral)?
- Why am I writing? What is my purpose?
- Who is my audience? What will work best for my audience?
- What makes an argument persuasive?
- How do I support my argument?

Understandings:

- Europeans explored different parts of the world for many reasons.
- Navigating a ship and living on a ship was much different during the age of exploration than it is now.
- There were many explorers from all over Europe, and their journeys were very different.
- Some of the words we use today came from the explorers and their native languages.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What did explorations of North America reveal? ● How did the Spanish begin colonizing North America? ● How did explorers learn from one another? ● Who discovered North America before Columbus, and how did they change the continent? 	<p><u>Do/Skills:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary. ● Determine the meaning of a word in context. ● Identify linking words and regular and irregular comparative and superlative adjectives. ● Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings. ● Understand and use prefixes pro- and anti-. ● Write an opinion piece.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● propose ● conquistadors ● colonization ● disastrous ● investigate ● achievements ● unfamiliar ● envisioned 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Early Explorations of North America (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Nobody Owns the Sky: The Story of “Brave Bessie” Coleman</i>, by Reeve Lindbergh and illustrated by Pamela Paparone ● <i>Manjiro: The Boy Who Risked His Life for Two Countries</i>, by Emily Arnold McCully ● <i>Moctezuma: Aztec Ruler: World Cultures Through Time</i> (Primary Source Readers), by Wendy Conklin ● <i>A Coyote Columbus Story</i>, by Thomas King and illustrated by William Kent Monkman

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 10 - Colonial America

Essential

Important

Compact

Big Idea: Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with / e/, / e/ + /l/, /sh/ + / e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes uni-, bi-, tri-, multi-, over-, mid-, and under-. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

PA Core Content Standards/Anchors (or National Standards):

CC.5.1.3.C: Define the principles and ideals shaping local government. Liberty, freedom, democracy, justice, and equality.

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

5.1.3.D: Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.

5.1.3.F: Identify state symbols, national symbols, and national holidays.

7.1.3.A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

- 7.1.3.B: Identify and locate places and regions as defined by physical and human features.
- 7.2.3.A: Identify the physical characteristics of places and regions.
- 7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities.
- 7.4.3.A: Identify the effect of the physical systems on people within a community.
- 8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.
- 8.1.3.C: Conduct teacher guided inquiry on assigned topics using specified historical sources.
- 8.2.3.A: Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- 8.2.3.B: Identify historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.3.C: Identify and describe how continuity and change have impacted Pennsylvania history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.
- 8.2.3.D: Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
- 8.3.3.A: Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.
- 8.3.3.B: Identify and describe historical documents, artifacts, and places critical to United States history.
- 8.3.3.C: Identify and describe how continuity and change have impacted U.S. history. Belief systems, religions, commerce and industry, technology, politics and government, physical and human geography, and social organizations.
- 8.3.3.D: Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. Ethnicity and race, working conditions, immigration, military conflict, and economic stability.
- 8.4.3.D: Identify conflict and cooperation among groups and organizations from around the world.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Each colony was started by different Europeans for different reasons. ● Each colony had its own unique culture based on the climate, geography, and motivation of its settlers. ● Colonists faced many challenges, and life was much different then from the way we live now. 	<p><u>Understandings:</u></p> <ul style="list-style-type: none"> ● Each colony was started by different Europeans for different reasons. ● Each colony had its own unique culture based on the climate, geography, and motivation of its settlers. ● Colonists faced many challenges, and life was much different then from the way we live now. ● There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● How did North American exploration lead to the development of colonies? ● How did the Powhatan react to the settlers arriving from England? ● How were the Pilgrims and Puritans similar and different? ● How did different colonies develop unique characteristics? 	<p><u>Do/Skills:</u></p> <ul style="list-style-type: none"> ● Produce a polished, narrative piece. ● Identify the similarities and differences between the thirteen colonies. ● Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form. ● Demonstrate understanding of key vocabulary. ● Demonstrate understanding of subject and object pronouns and their antecedents.

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● established● consequently● transformed● inevitable● optimistic● dissenter● dependence● founding	<p><u>Core Resources:</u></p> <ul style="list-style-type: none">● CKLA Anchor Texts: Colonial America (Read-Alouds)
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">● CKLA Domain Assessments	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">● <i>Sweet Clara and the Freedom Quilt</i>, by Deborah Hopkinson and illustrated by James Ransome● <i>Mongolia: Vanishing Cultures</i>, by Jan Reynolds● <i>Marti's Song for Freedom: Martí y sus versos por la libertad</i> (English and Spanish Edition), by Emma Otheguy and illustrated by Beatriz Vidal● <i>The Very First Americans</i>, by Cara Ashrose and illustrated by Bryna Waldman

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Unit 11 - Ecology

Essential

Important

Compact

Big Idea: Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment. Students also read a biography of John Muir. They spell words with /aw/, /oi/, /ou/, and /aw/. They focus on word meanings and parts of speech found in dictionary entries, and they practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students review the prefixes uni-, bi-, tri-, multi-, over-, mid-, and under-. Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.

CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.

CC.1.2.3.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

CC.1.4.3.B: Identify and introduce the topic.

CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

7.4.3.A:Identify the effect of the physical systems on people within a community.

7.4.3.B:Identify the effect of people on the physical systems within a community.

Essential Questions:

- What skills and strategies do effective readers use to analyze, interpret, and respond to text?
- Why do we have/need rules of language?
- How do I best present research?

Understandings:

- Habitats, ecosystems, and food chains are all important parts of our environment.
- There is a balance in nature that must be achieved despite changes to the environment.
- Producers, consumers, and decomposers all play an important role in that balance.
- It is important to protect and preserve our environment.

Knowledge:

- What is the natural order of nature, and how is it disrupted?
- How does nature stay balanced?
- How have humans impacted the environment?

Do/Skills:

- Demonstrate understanding of key vocabulary.
- Review and apply dictionary skills.
- Identify subject and object pronouns and comparative and superlative adjectives and adverbs.
- Review and apply prefix and suffix skills.
- Annotate an Ecologist Journal to summarize and apply unit learning.

Vocabulary:

- skitter
- sapling
- microscopic
- apex
- nutrient
- predator
- prey
- bacteria
- abundant
- reserve
- rely on
- species
- decay
- petrified
- pasture
- oil spill
- polluted
- anchored
- source
- natural resource
- alternative
- treasure
- wilderness

Core Resources:

- **CKLA Anchor Texts:** Ecology (Read-Alouds)

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*, by Miranda Paul and illustrated by Elizabeth Zunon
- *Turtle Bay*, by Saviour Pirotta and illustrated by Niles Mistry
- *The Great Kapok Tree: A Tale of the Amazon Forest*, by Lynne Cherry
- *The Water Walker*, by Joanne Robertson
- *Recycle!*, by Gail Gibbons

Grade, Subject/Course: Third Grade English Language Arts w/ Integrated Science & Social Studies

Unit: Junior Achievement - Our City

Essential

Important

Compact

Big Idea: Junior Achievement - Our City teaches students about the four key concepts of money: earn, save, spend, and donate. The program introduces how people manage their money, what methods of payment are available, and the importance of economic exchange within a city. Students will also talk about how entrepreneurial businesses meet the needs and wants of citizens.

PA Core Content Standards/Anchors (or National Standards):

CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.

CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

Pennsylvania Social Studies Standards:

5.3.3.A: Identify the roles of the three branches of government.

5.3.3.B: Identify how laws are made in the local community.

5.3.3.C: Identify services performed by the local governments.

5.3.3.E: Explain the purpose for elections.

6.1.3.A: Define scarcity and identify examples of resources, wants, and needs.

6.1.3.B: Identify needs and wants of people. Identify examples of natural, human, and capital resources.

6.1.3.C: Explain what is given up when making a choice.

6.1.3.D: Identify reasons why people make a choice.

6.2.3.A: Identify goods, services, consumers, and producers in the local community.

6.2.3.B: Identify competing sellers in the local market.

6.2.3.C: Identify types of advertising designed to influence personal choice.

6.2.3.D: Demonstrate the importance of money in everyday life.

6.2.3.E: Describe the effect of local businesses opening and closing.

6.2.3.F: Identify private economic institutions.

6.2.3.G: Identify characteristics of the local economy.

6.3.3.A: Identify goods and services provided by the government.

6.3.3.B: Identify examples of government involvement in local economic activities.

6.3.3.C: Define tax and explain the relationship between taxation and government services.

6.4.3.A: Identify local examples of specialization and division of labor.

6.4.3.B: Identify examples of trade, imports, and exports in the local community.

6.5.3.A: Explain why people work.

6.5.3.B: Identify different occupations.

6.5.3.C: Describe how different businesses meet the needs and wants of families.

6.5.3.E: Identify tangible and intangible assets.

- 6.5.3.F: Define entrepreneurship.
- 6.5.3.G: Define saving and explain why people save.
- 6.5.3.H: Identify the role of banks in our local community.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we use our money? ● What are goods and services? ● What types of payment methods can we use? ● What are producers, consumers, and entrepreneurs? ● What is a business plan? ● How can entrepreneurs help a city? ● What is the importance of money? ● How does money flow through a city's economy? ● What are taxes? How are taxes used to help a city? 	<p>Understandings:</p> <ul style="list-style-type: none"> ● Describe the four choices we have with money. ● Define deposits and withdrawals. ● Define goods and services. ● Explain how people spend money. ● Recognize methods of payment and whether they are readily visible or invisible. ● Define entrepreneur, producer, and consumer. ● Explain the need for a business plan. ● Discuss the ways in which entrepreneurs help a city. ● Demonstrate the importance of money in everyday life. ● Describe how money flows through a city's economy. ● Explain taxes and how the city government uses the money to pay for the goods and services it provides. ● Describe how personal choices make a city a good place to live, work, play, and go to school.
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<p>Knowledge:</p> <ul style="list-style-type: none"> ● What choices do we have in using money? ● What methods of payment can we use in order to spend money? ● What ways do entrepreneurs help a city? ● How do money choices affect a city? 	<p>Do/Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary - deposits, withdrawals, goods, services, entrepreneur, producer, and consumer. ● Identify the four choices we have with money - earn, save, spend, and donate. ● Explain how people spend money and what type of payment can be used. ● Explain the need for a business plan. ● Identify ways in which entrepreneurs help a city. ● Demonstrate the importance of money in everyday life. ● Describe how money flows through a city's economy. ● Explain taxes and how the city government uses the money to pay for the goods and services it provides. ● Describe how personal choices make a city a good place to live, work, play, and go to school.
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<p>Vocabulary:</p> <ul style="list-style-type: none"> ● deposit ● withdrawal ● goods ● services ● entrepreneur ● producer ● consumer 	<p>Core Resources:</p> <ul style="list-style-type: none"> ● https://resources.finalsite.net/images/v1714400942/etownschoolsorg/rzg3al98bqivnldthqpl/JuniorAchievementCorrelationtoPAStandards.pdf ● Student workbook provided by Junior Achievement
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Common Assessment(s):

- N/A

Supplemental Resources:

Grade, Subject/Course: Third Grade Leader in Me	
Unit: Citizenship	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Students will learn and develop problem solving skills to help them become citizens of their home, classroom, school, and community.	
PA Core Content Standards/Anchors (or National Standards): CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others’ ideas and expressing their own clearly. CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	
Pennsylvania Social Studies Standards: 5.1.3.A: Explain the purposes of rules, laws, and consequences. 5.1.3.B: Explain rules and laws for the classroom, school, and community. 5.2.3.A: Identify personal rights and responsibilities. 5.2.3.B: Identify the sources of conflict and disagreement and different ways conflict can be resolved. 5.2.3.C: Identify leadership and public service opportunities in the school, community, state, and nation. 5.2.3.D: Describe how citizens participate in school and community activities. 5.3.3.D: Identify positions of authority at school and community. 5.3.3.F: Explain how an action may be just or unjust. 5.3.3.G: Identify individual interests and explain ways to influence others	
Essential Questions: <ul style="list-style-type: none"> ● What are the rules of my school/classroom community? ● What are the purpose of rules of my school/classroom community? ● What does it mean to be a responsible member of my home, school, classroom, and community? ● How can I be a responsible member of my home, school, and community? ● What is a conflict and how can I solve conflicts? 	Understandings: Students will understand... <ul style="list-style-type: none"> ● Why homes, schools, and communities have rules. ● How to be responsible in their lives at home, school, and in the community. ● The importance of conflict resolution. ● How to solve a conflict with a peer.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none">● Basic knowledge of the home, school, classroom, and community.● Responsibilities of the home, school, classroom, and community.	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none">● Solve a conflict with a peer.● Help create rules for the classroom.● Describe the importance of rules.● Participate in classroom leadership roles.
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● conflict● resolution● leader● community● rules● respect	<p><u>Core Resources:</u></p> <ul style="list-style-type: none">● Leader In Me
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">● N/A	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">● School and Classroom artifacts