



Third Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

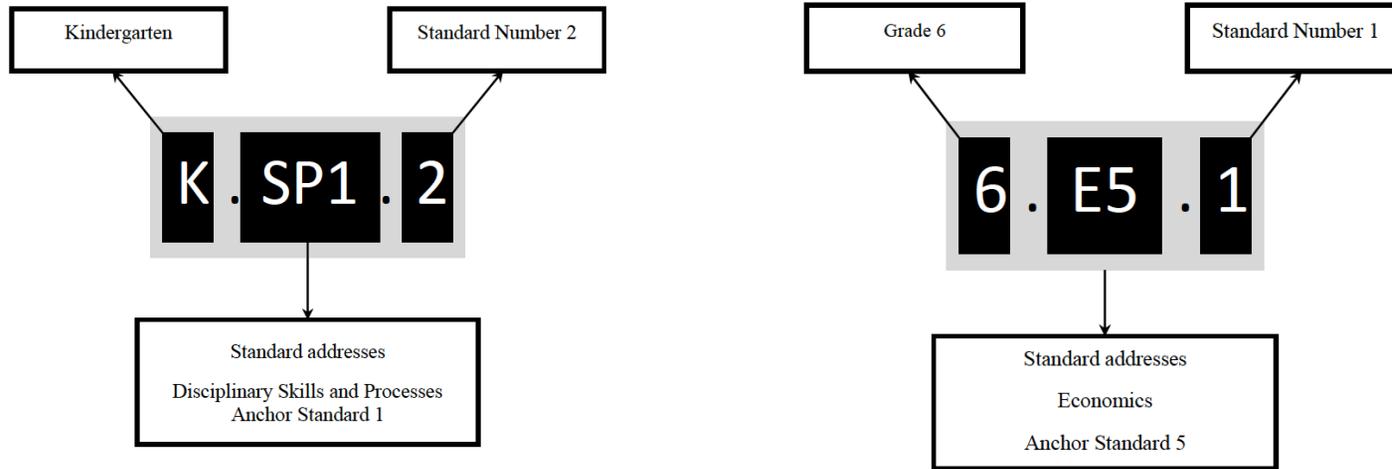
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Third Grade: Arizona Studies

Through an integrated approach, students will study the culture, history, economy, and government of Arizona. In addition, students will recognize the impact of Arizona on the Nation both historically and currently.

Unit #	Title	Critical Content	Approximate Time
1	Citizenship	Civic Virtues and Democratic Principles Listening, Consensus-Building, Voting Respecting the Rights of Others	2 weeks
2	Government Structures in Arizona	National, State, and Local Governments Structure of Arizona's Constitution Branches of Arizona's Government How People Are Put into Office Funding for Government Importance of Participating in Local and State Government Tribal Governments: Structure and How Leadership Is Chosen	6 weeks
3	Working Together	Benefits and Challenges of Working Together in Different Groups How Individuals and Groups Have Worked Together in the Past Individual Rights, Freedoms, and Responsibilities	2 weeks
4	Arizona Economics	Industries of Arizona (5 Cs) Occupations Trade Resources and Availability	4 weeks
5	Personal Finance	Saving and Spending Money Incentives	1 weeks
6	Arizona Geography	Geography Concepts and Skills Physical and Human Features Cultural Characteristics of Arizona The 5 Cs of Arizona	3 weeks
7	Arizona Movement and Change	How People Modify and Adapt to Arizona Movement of People in and out of Arizona over Time	4 weeks

		Arizona's Change over Time	
8	Arizona History	Native Americans Newcomers Explorers, Settlers, Trappers, Missionaries, and Colonizers Conflict and Resolution in Arizona History Arizona Innovations	8 weeks

Third Grade Unit 1: Citizenship



Compelling Question: What makes a good citizen?

Time: 2 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <p>3.C1.2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p>	<p>I can define and provide examples of civic duties. (3.C1.1)</p> <p>I can define democratic principles. (3.C1.1)</p> <p>I can identify and follow voting procedures. (3.C1.2)</p> <p>I can apply listening, consensus-building, and voting to take action in my class. (3.C1.2)</p> <p>I can demonstrate consensus on a topic. (3.C1.2)</p> <p>I can identify and evaluate individual rights and freedoms based on community, state, and nation. (3.H3.1)</p>	<p>civic virtues and common good</p> <p>democratic principles</p> <p>consensus</p> <p>voting</p> <p>respecting the rights of others</p> <p>individual rights and responsibilities</p> <p>rights and freedoms gained by various groups (e.g., women's rights, civil rights, Native American rights, migrants)</p>

Supporting Questions

What are the characteristics of a good citizen?

What is a democracy?

When do people vote?

What are the requirements to be able to vote?

What kind of issues do people vote on?

Why should people vote?

How can people with different viewpoints come to consensus?

What rights and responsibilities do people have?

How do rights and responsibilities differ in state and national government?

Third Grade Unit 2: Government Structures in Arizona

Compelling Question: Why is government important?

Time: 6 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.</p>	<p>I can describe the origins, functions, and structure of the Arizona Constitution (3.C3.1)</p> <p>I can name each branch of the Arizona government and describe its responsibilities. (3.C3.1)</p> <p>I can explain the structure of my local government. (3.C3.1)</p> <p>I can identify the members of my local government and how they are elected. (3.C3.1)</p> <p>I can explain the structures of tribal government. (3.C3.1)</p> <p>I can compare and contrast differences between local, state, and national government. (3.C3.1)</p> <p>I can explain the importance of a citizen participating in their government. (3.C3.1).</p> <p>I can explain services my government provides. (3.C3.1)</p> <p>I can identify how state and local government services are paid for. (3.C3.1)</p>	<p>national vs. state governments</p> <p>state vs. local governments</p> <p>branches of Arizona government</p> <p>members of local government</p> <p>funding for government services</p> <p>importance of participating in local and state government</p> <p>structure of tribal governments</p> <p>government provided services (i.e., public safety, public transportation, education, recreation)</p>

Supporting Questions

How was the Arizona Constitution constructed?	How can people participate in government and why is it important?
What is the function of the Arizona Constitution?	What services does the government provide in our community?
What is the structure of the Arizona Constitution?	How does the government pay for these services?
What are the different branches of Arizona government?	Who are the members of my local government?
What are the functions of each branch of Arizona government?	How are tribal government leaders chosen?
How do the different branches of government work together?	What services does tribal government provide?

Third Grade Unit 3: Working Together



Compelling Question: Why should we work together?

Time: 2 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.</p>	<p>I can describe different groups within my communities; (e.g., families, school, workplaces, voluntary organizations, and government.) (3.C3.2)</p> <p>I can compare and contrast benefits and challenges of working together in a community. (3.H2.2)</p> <p>I can describe people or groups in the past who have impacted Arizona history. (3.H2.2)</p>	<p>benefits and challenges of working together in different groups</p> <p>how individuals and groups have worked together in the past</p>

Supporting Questions

What groups are you a part of? (family, school, sports, etc.)

What groups do you see in your community?

How can volunteering in different organizations benefit your community?

How does the government support the community?

In what way have people influenced Arizona's history?

In what way have groups influenced Arizona's history?

How is working with others beneficial?

How is working with others challenging?

Third Grade Unit 4: Arizona Economics



Compelling Question: How do Arizona’s resources affect my community?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 3.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2** Compare life in specific historical time periods to life today.
- 3.SP1.3** Generate questions about individuals and groups who have impacted history.
- 3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- 3.SP3.1** Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2** Distinguish between primary and secondary sources.
- 3.SP3.3** Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

- 3.SP3.4** Compare information provided by various sources about Arizona.
- 3.SP3.5** Generate questions about multiple historical sources.
- 3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7** Present summaries of arguments and explanations using print, oral, and digital technologies.
- 3.SP4.1** Explain probable causes and effects of events.
- 3.SP4.2** Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <p>3.E1.2 Identify various forms of earning income in the state of Arizona.</p> <p>3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.</p> <p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.</p>	<p>I can describe Arizona’s industries and occupations. (3.E1.1)</p> <p>I can identify industries that have shaped Arizona. (3.E1.1)</p> <p>I can explain different ways of earning money in Arizona. (3.E1.2)</p> <p>I can list resources that Arizona provides. (3.E2.1)</p> <p>I can draw conclusions about the resources in Arizona and how they affect decision making. (3.E2.1)</p> <p>I can explain how Arizona works together with other states and Mexico by movement of people, goods, and ideas. (3.E2.2)</p>	<p>industries (5 Cs of Arizona)</p> <p>occupations</p> <p>Arizona’s connection with other states and Mexico</p> <p>resources and availability</p>

Supporting Questions

<p>What goods does Arizona provide?</p> <p>What are some well-known Arizona industries?</p> <p>How do Arizona’s industries affect our state’s development?</p> <p>What are ways people can make money using Arizona resources?</p>	<p>What natural resources come from Arizona?</p> <p>How do resources in Arizona affect decision making?</p> <p>How are Arizona’s industries connected to neighboring states and Mexico?</p>
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Third Grade Unit 5: Personal Finance



Compelling Question: How do personal decisions affect financial wellbeing?

Time: 1 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 3.SP1.1** Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2** Compare life in specific historical time periods to life today.
- 3.SP1.3** Generate questions about individuals and groups who have impacted history.
- 3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- 3.SP3.1** Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2** Distinguish between primary and secondary sources.
- 3.SP3.3** Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

- 3.SP3.4** Compare information provided by various sources about Arizona.
- 3.SP3.5** Generate questions about multiple historical sources.
- 3.SP3.6** Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7** Present summaries of arguments and explanations using print, oral, and digital technologies.
- 3.SP4.1** Explain probable causes and effects of events.
- 3.SP4.2** Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.	I can identify positive and negative reasons why people decide to save and spend money. (3.E1.3) I can explain why a purchase is a want or a need. (3.E1.3) I can identify how supply and demand affect pricing. (3.E1.3)	incentives that influence decisions people make to save or spend money supply and demand needs vs. wants

Supporting Questions

What are positive and negative reasons people spend money? (fines, bills, etc.) What are examples of wants and needs? What is supply?	What is demand? How does supply and demand affect pricing?
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Third Grade Unit 6: Arizona Geography

Compelling Question: What can we learn from the changes in Arizona maps and graphs?

Time: 3-4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p>	<p>I can use and create a variety of maps and graphs to compare physical features that show changes over time in Arizona. (3.G1.1)</p> <p>I can use and create a variety of maps and graphs to compare human features that show changes over time in Arizona. (3.G1.1)</p> <p>I can identify cultural characteristics of Arizona using graphs and maps. (3.G1.1)</p>	<p>geography concepts and skills</p> <p>physical features of Arizona (i.e., landforms, climate zones, elevations, the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River)</p> <p>human features of Arizona (i.e., major cities, counties, Hoover Dam, Roosevelt Dam, state capital)</p> <p>cultural characteristics of Arizona (e.g., Arizona’s 22 Indian Nations)</p> <p>Arizona plants and animals</p>

Supporting Questions

What are the key physical features on the map?

How have Arizona’s physical features changed over time?

What are the key human features on the map?

How have Arizona’s human features changed over time?

What are cultural features of Arizona?

Third Grade Unit 7: Arizona Movement and Change

Compelling Question: How did people adapt to life in Arizona?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.G2.1 Explain how people modify and adapt to the Arizona environment.</p> <p>3.G3.1 Describe the movement of people in and out of Arizona over time.</p> <p>3.G4.1 Describe how Arizona has changed over time.</p> <p>3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.</p>	<p>I can describe how people have adapted to the Arizona environment. (3.G2.1)</p> <p>I can identify how people used Arizona’s natural resources to adapted to the environment. (3.G3.1)</p> <p>I can describe the settlement and economic growth of Arizona over time. (3.G4.1)</p> <p>I can describe major cities, major economic activities, and land uses of Arizona. (3.G4.1)</p> <p>I can describe how Arizona has changed over time. (3.G4.1)</p>	<p>how people modify and adapt to Arizona</p> <p>movement of people in and out of Arizona over time</p> <p>Arizona change over time</p>

Supporting Questions

<p>What adaptations have people made to living in Arizona over time?</p> <p>What modifications have early peoples such as Prehistoric-Indians, explorers, settlers, farmers, and Native Americans used to adapt to their environment?</p> <p>What people have contributed to the growth of settlement in Arizona?</p>	<p>What people have contributed to the growth of economic development in Arizona?</p> <p>What people have contributed to the growth of major cities in Arizona?</p>
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Third Grade Unit 8: Awesome Arizona



Compelling Question: What makes Arizona a great state?

Time: 8 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

Content Standards	Learning Targets	Key Concepts/Topics
<p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.</p> <p>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona’s history.</p>	<p>I can identify how different groups of people influenced art in Arizona. (3.H1.1)</p> <p>I can identify how different groups of people influenced architecture in Arizona. (3.H1.1)</p> <p>I can identify how different groups of people influenced culture in Arizona. (3.H1.1)</p> <p>I can identify how different groups of people influenced mining, agriculture, and innovations in Arizona. (3.H1.1)</p> <p>I can use a variety of sources to ask questions about conflicts and resolutions throughout Arizona’s history. (3.H2.1)</p> <p>I can use primary and secondary sources to analyze the changes that have happened in Arizona. (3.H2.1)</p> <p>I can identify key events and people who led Arizona to statehood. (3.H1.1)</p> <p>I can construct a historical narrative about Arizona. (3.H1.1)</p>	<p>historical narrative</p> <p>Arizona’s cultures and civilizations</p> <p>Arizona’s innovations</p> <p>groups of people who have influenced Arizona (i.e., Native Americans, Asian Americans, explorers, settlers, trappers, missionaries, colonizers)</p> <p>conflicts and resolutions in Arizona history</p> <p>changes that have taken place in Arizona</p> <p>events leading to Arizona’s statehood</p>

Supporting Questions

Which groups of people influenced Arizona?

Which groups of people influenced art in Arizona and how?

What led to Arizona’s statehood?

What was the cause and effect of exploration?

<p>Which groups of people influenced architecture in Arizona and how?</p> <p>How have groups of people influenced Arizona's culture?</p> <p>What are Arizona's innovations?</p> <p>How have people influenced mining, agriculture, and innovations in Arizona?</p>	<p>What was the cause and effect of settlement?</p> <p>What was the cause and effect of industrialism?</p> <p>What conflicts and resolutions occurred between the Native Americans and new Arizona settlers?</p>
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