Southern York County School District

One Warrior at a Time

Course/Subject: ELA Comprehensive Units	Grade Level: 3

Textbook(s) / Instructional Materials Used: ~~Comprehension Connections (Tanny McGregor), Heinemann; ISBN-13: 978-0325008875~~

Month(s): August – September – October	Quarter 1

ELA – Comprehensive Strategies, Informational Reading and Writing, Main Idea, Text Structure

~~Standard/Eligible Content~~	~~Essential Questions & Lesson Essential Question~~	~~Vocabulary~~
~~**Reading**~~ ~~**Informational Unit**~~ ~~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.1.5.3.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.1.3.3.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.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.~~ ~~CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflections, and research, applying grade-level reading standards for literature and informational texts.~~ ~~**Eligible Content**~~ ~~E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., Key words, sidebars,~~	~~**Metacognition and Visualizing Unit**~~ ~~*Comprehension Connections* **(McGregor) Chapters 2 and 7**~~ ~~**Objectives**~~ ~~Students will use metacognitive reading strategies to develop reading comprehension.~~ ~~Students will use visualizing reading strategies to develop reading comprehension.~~ ~~LEQs:~~ ~~How do I use thinking stems to comprehend text?~~ ~~How do text illustrations help a reader make visualizations?~~ ~~How do text descriptions (adjectives, vivid verbs, context clues) help a reader make visualizations?~~	~~illustrations~~ ~~context clues~~ ~~descriptive details~~ ~~adjectives~~ ~~linking words~~ ~~visualize~~ ~~story~~ ~~setting~~ ~~implicit~~ ~~explicit~~ ~~evidence~~ ~~descriptive details~~ ~~author~~ ~~context clues~~ ~~inference~~ ~~introduction/hook~~ ~~conclusion/closing~~ ~~brainstorming/planning~~ ~~drafting~~ ~~revising~~ ~~editing~~ ~~publishing~~ ~~main character~~ ~~minor character~~ ~~character traits~~ ~~appearance~~ ~~point of view~~

hyperlinks) to efficiently locate information relevant to a given topic.
(CC.1.2.3.D, CC.1.2.3.E)

E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
(CC.1.2.3.G, CC.1.2.3.H.CC1.2.3.I)

E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
(CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C)

E03.B-K.1.1.3
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
(CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C)

E03.B-C.3.1.1
Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
(CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I)

E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
(CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C)

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.
(CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I)

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in

Sentence and Paragraph Writing Unit
Students will develop the topic with facts, definitions, and/or details.

Students will introduce a topic for the intended audience, and group related information together to support the writer's purpose.

LEQs:
How do proper use of conventions help to enhance my writing?

What skills do writers need to effectively create informative products?

How do writers develop the topic with facts, definitions, and/or details?

How do writers introduce a topic for the intended audience?

How do writers relate information together to support the writer's purpose?

Text Features Unit
Objective
Students will use text features (e.g., headings, graphics, charts) and search tools (e.g., Key words, sidebars, hyperlinks) to efficiently locate and understand information relevant to a given topic

LEQ: How do text features help readers to efficiently locate and comprehend information relevant to a given topic?

Schema and Determining Importance Unit

intrinsic
extrinsic
text feature
sidebars
hyperlinks
headings
graphics
charts
bold print
italicized print
bulleted list
captions
maps
graphs
subheadings
titles
label
diagrams
topic/introductory sentences
supporting details/facts
closing/concluding sentence
transitional words or phrases

technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C) E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic. (CC.1.2.3.D, CC.1.2.3.E) **Writing** **Informational Writing Unit** CC.1.4.3.V 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.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. E03.C.1.2.4 Provide a concluding statement or section. (CC.1.4.3.B, CC.1.4.3C, CC.1.4.3.D E03.C.1.2.2 Develop the topic with facts, definitions, and/or details. (CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D) E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose. (CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D) E03.C.1.1.4 Provide a concluding statement or section. (CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.J) E03.D.2.1.1 Choose words and phrases for effect.* (CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.J) **Word Study: Conventions Unit** E03.D.1.2.1 Capitalize appropriate words in titles.	***Comprehension Connections*** **(McGregor) Chapters 3 and 6** **Objectives** Students will use schema to develop reading comprehension strategies. Students will determine importance in text using annotation strategies (tracks in the snow). LEQ: How do I use thinking stems to comprehend text? LEQ: How do I annotate what is important in the text? **Finding Main Idea in Informational Reading and Writing Unit** **Reading** What skills do readers need to effectively, read, analyze, interpret, and enjoy informational text? **Objective** Students will determine the main idea of a text; recount the key details and explain how they support the main idea. LEQs: What is main idea? How do the key details support the main idea? **Writing** What skills do writers need to effectively create informative products?	

(CC.1.4.3.F, CC.1.4.3.L,CC.1.4.3.R)

E03.D.1.1.2 Form and use regular and irregular plural nouns.
(CC.1.4.3.F, CC.1.4.3.K, CC.1.4.3.L, CC.1.4.3.R)

CC.1.3.3.D Know and apply grade-level phonics and word analysis in decoding words.
- Read grade appropriate irregularly spelled words.

E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
- Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered)
(CC.1.3.3.F,CC.1.3.3.I,CC.1.3.3J)

E03.D.1.1.3 Use abstract nouns (e.g. childhood)
(CC.1.4.3.F, CC.1.4.3K, CC1.4.3.L,CC1.4.3.R)

E03D.1.2.2 Use commas in addresses.
(CC1.4.3.F,CC1.4.3.L,CC.1.4.3R)

E03.D.1.1.1 Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences..
(CC.1.4.3.F,CC.1.4.3.K,CC.1.4.3.L,CC.1.4.3R)

E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
(CC1.4.3.F,CC1.4.3.L,CC.1.4.3R)

E03.D.A-V.4.1.1
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
a. Use context as a clue to the meaning of words or phrases.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

Objective
Students will provide a concluding statement or section. Students will choose words and phrases for effect.

Students will be able to respond to text dependent questions using text evidence.

LEQs:

How can I convey the main idea in a concluding statement or section?

How do I effectively use descriptive details in my writing?

How do I respond to text dependent questions?

Problem and Solution Mini- Text Structure Unit

Reading
What skills do readers need to effectively, read, analyze, interpret, and enjoy informational text?

Students will be introduced to problem solution text structure.

LEQ: How does an author use problem and solution text structure to convey a message?

Cause and Effect Mini- Text Structure Unit

Reading

Speaking and Listening

Month(s): November – December – January	Quarter 2	

ELA		
Standards/Eligible Content	**Essential Questions & Lesson Essential Question**	**Vocabulary**
Reading **Story Elements Unit** 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 aspect of a character or setting). E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings, and explain how their actions contribute to the sequence of events). (CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3C) E03.A-C.3.1.1 Compare and contrast the settings, and similar stories written by the same author about the same or similar characters (e.g., in books from a series). (CC.1.3.3.H) E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3C)	**Inferring and Questioning Unit** *Comprehension Connections* **(McGregor) Chapters 4 and 5** **Objectives** Students will use inferring strategies to develop reading comprehension strategies. Students will use questioning strategies to develop reading comprehension strategies. LEQ: How do I use thinking stems to comprehend text?	

Word Study: Conventions Unit
E03.D.1.1.4 Form and use regular and irregular verbs
(CC.1.4.3.F, CC.1.4.3.K, CC.1.4.3.L, CC.1.4.3.R)

E03.D.1.2.4 Form and use possessives.
(CC1.4.3.F,CC1.4.3.L,CC.1.4.3R)

E03.D.1.1.5 Form and use the simple verb tenses (e.g., I
walked; I walk; I will walk).
(CC1.4.3.F,CC1.4.3.K,CC1.4.3L,C1.4.3R)

E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent
agreement.
(CC1.4.3.F,CC1.4.3.K,CC1.4.3.L,
CC.1.4.3R)

E03D.1.1.9 Produce simple, compound, and complex
sentences.
(CC1.4.3.F,CC1.4.3.K,CC1.4.3.L,
CC.1.4.3R)

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

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 multisyllabic words.

Writing - Narrative Writing Unit
E03.C.1.3.1 Orient the reader by establishing a situation and
introducing a narrator and/or characters; point of view;
organize an event sequence that unfolds naturally to support
the writer's purpose.
(CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P)

E03.C.1.3.3 Use temporal words and phrases to signal event
order.

(CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3.P)

E03.C.1.2.3 Use linking words and phrases (e.g., also, but) to connect ideas within categories of information.
(CC.1.4.3.B, CC.1.4.3C, CC.1.4.3.D)

E03.C.1.3.4 Provide a sense of closure.
(CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3P)

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
(CC.1.4.3.N, CC.1.4.3.O, CC.1.4.3P)

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

Speaking and Listening

Month(s): January – February – March	**Quarter 3**	
ELA		
Standards/Eligible Content	**Essential Questions & Lesson Essential Question**	**Vocabulary**
Word Study **Word Relationships** E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). (CC.1.2.3.F, CC.1.2.3.J, CC.1.2.3.K)	**Point of View Unit** **Reading** How does the author's point of view shape and direct the text? **Writing** How do we construct an opinion and support it with details, facts, reasons, and examples? **Objectives** **Reading**	

E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
(CC1.4.3.F,CC1.4.3.K,CC1.4.3.L, CC.1.4.3R)

E03.B V.4.1.1
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.
a. Use context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
(CC.1.2.3F, CC.1.2.3J, CC.1.2.3.K)

Writing
Opinion Writing Unit
E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
(CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.J)

E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.
(CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.J)

E03.C.1.1.2 Provide reasons that support the opinion.
(CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.J)

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.

Students will identify the point of view and its implications within the text.

Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

LEQs:

How does the point of view of the text affect the information given to a reader?

How does an author use reasons and evidence to support particular points in a text?

Writing
Students will develop an opinion with a clear point of view, supported by details, facts, reasons, and examples.

LEQ: How can we effectively introduce, support, and conclude a topic with a given point of view?

Text Structure Unit
Reading
What skills do readers need to effectively, read, analyze, interpret, and enjoy informational text?

Objectives
Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.

Speaking and Listening Opinion Writing Unit
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.

Reading
Analyzing Narratives
E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
(CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C)

E03.A-C.3.1.1
Compare and contrast the themes and author about the same or similar (e.g., in books from a series).
(CC.1.3.3.H)

E03.A-K1.1.2 Recounts poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
(CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C)

E03.B-C.3.1.1
Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
(CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I)

E03.A-C.2.1.1
Explain the point of view from which a story is narrated, including the difference between first-and third-person narrations.
(CC.1.3.3.D)

E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characteristics (e.g., in books from a series).
(CC.1.3.3.H)

Students will be able to compare and contrast the most important points and key details presented in two texts on the same topic.

LEQs:

How do readers describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect?

How do readers compare and contrast the most important points and key details presented in two texts on the same topic?

Writing

What skills do writers need to effectively create informative products?

Objectives
Students will use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support).

LEQ: How do writers use technology to produce and publish writing as well as to interact and collaborate with others?

Recounting and Summarizing Unit
Reading
What skills do readers need to effectively, read, analyze, interpret, and enjoy literature?

Writing

E03.A-C.2.1.1 Explain the point of view from which a story is written.
(CC.1.2.3.D, CC.1.2.3.E)

E03.B-C.2.1.1 Explain the point of view from which a text is written.
(CC.1.2.3.D, CC.1.2.3.E)

What skills do writers need to effectively create literature?

Objectives
Reading
Students will recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LEQs:

How can I determine the key details that support the central message in a poem?

How can I determine the key details that support the central message in a drama?

How can I determine the key details that support the central message in a story?

Objectives
Writing
Students will introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

Students will provide reasons that support the opinion.

Students will use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.

LEQs:

How can I introduce a topic appropriate for an intended audience?

How can I convey an opinion through my introduction statement?

How can I create an organizational structure that will be most effective to convey my opinion to the intended audience?

How do I support my opinion?

How do I use linking words and phrases to connect opinions and reasons?

Poetry and Figurative Language Unit
Reading
What skills do readers need to effectively, read, analyze, interpret, and enjoy literature?

Writing
What skills do writers need to effectively create literature?

Objectives:
Reading
Students will demonstrate understanding of word relationships and nuances in word meanings.

Students will distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

LEQs:

How do relationships between words in a text help readers understand the meanings of words?

How do students distinguish literal and nonliteral meanings in a text?

Objectives:
Writing
Students will 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.

LEQ: How do writers write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences?

Comparing and Contrasting Themes Unit
Reading
How does comparing and contrasting themes from various pieces of literature increase my understanding?

Objectives
Reading
The students will determine the theme of a story, drama, or poem from details in the text.

Students will be able to compare and contrast themes of different stories.

LEQs:

How will I determine the central message of a story, drama or poem as the theme?

Month(s): March – April – May	Quarter 4

ELA

Standards/Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
Word Study **Word Relationships** E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R) E03.B-V.4.1.1 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. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat, preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R) **Speaking and Listening** 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.	**Fairy Tales, Fables, and Myths Unit** **Reading** How does identifying common features of genres help to increase my understanding of this genre of literature? **Writing** What skills do writers need to effectively create fairy tales? **Objectives** **Reading** The students will determine the common features of a fairy tale, fable or myth. LEQ: How do I determine the common features of a fairy tale? **Objectives** **Writing** The students will use plot structure, dialogue, and the elements of fairy tales to create a fairy tale. LEQ: How will I develop the common features of a fairy tale in my own writing?	

Month(s): All Year	All Year	
ELA		
Standards/ Eligible Content	**Essential Questions & Lesson Essential Question**	**Vocabulary**
Reading 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.1.1.3.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 expressions on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. 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.C Ask and answer questions about information from a speaker, offering appropriate detail. E03.D.2.1.1 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R)	Asking and Answering Questions Vocabulary Genres Fiction/Traditional Literature/ Folklore • fables • folktales • fairy tales Fiction • realistic fiction • science fiction • animal fiction • mysteries • adventure/survival • fantasy • historical fiction Poetry • traditional poems (nursery rhymes) • lyrical poem • concrete poem • limerick • ballad • narrative poem • epic poem Drama Nonfiction • procedural text • expository text • autobiography	

E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CC.1.4.3B, CC.1.4.3C, CC.1.4.3.D)	• biography • memoir • historical text • scientific text • technical text	

Month(s): August – January	**Quarter 1 and 2**

SOCIAL STUDIES COMPREHENSIVE UNITS -
Early Communities & People on the Move, Native Americans, Jamestown/Colonies, Westward Expansion, and Immigration

** Geography standards instructed throughout the year.**
 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

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.

Standards/ Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
Early Communities & **People on the Move** ● Native Americans ● Jamestown/Colonies ● Westward Expansion ● Immigration 7.3.3.A Identify the human characteristics of places and regions using the following criteria: ● Population ● Culture ● Settlement ● Economic Activities ● Political Activities 8.4.3.A Identify the elements of culture and ethnicity	EQ: What are the characteristics of early communities? How did early communities in North America use the natural resources in the environment? Objectives: Students will understand the development of early communities. Students will understand people in early communities lived a resourceful life. Students will compare and contrast early communities.	community culture colony colonist slavery Civil War frontier century transcontinental migration Great migration Native American folktales (Paul Goble) pioneer Christopher Columbus John Smith Powhatan John Rolfe

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 ● Economic stability 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.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 **Communities Evolve** ● Functions of a Community 5.2.3.B Identify the sources of conflict and disagreement and different ways conflict can be resolved. 6.1.3.D Identify reasons why people make a choice. 6.1.3.C Explain what is given up when making a choice. 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.	LEQ: How did the first people migrate to North America? How are regional Native American communities similar and different?	Pocahontas George Washington Daniel Boone Meriwether Lewis William Clark Sacagawea immigrant Abraham Lincoln Martin Luther King, Jr.
Month(s): January – May	**Quarter 3 and 4**	

SOCIAL STUDIES COMPREHENSIVE UNITS –

How Government Works, Citizens in Action		
Standard	**Essential Questions & Lesson Essential Question**	**Vocabulary**
How Government Works 5.1.3.B Explain rules and laws for the classroom, school, and community. 5.1.3.A Explain the purposes of rules, laws, and consequences. 5.3.3.D Identify positions of authority at school and community. 5.1.3.C Define the principles and ideals shaping local government. ● Liberty/Freedom ● Democracy ● Justice ● Equality 5.2.3.A Identify personal rights and responsibilities. 5.3.3.A Identify the role of the three branches of government. 5.3.3.C Identify services performed by the local governments. 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. (Reference RWSL Standard 1.8.3 Research) 8.1.3.B Identify fact, opinion, multiple points of view, as primary sources as related to historical events. **Citizens in Action**	**How Government Works** EQ: Why do we have rules and laws? What makes a good citizen? How do citizens and culture impact and depend on each other? Objectives: Students will explain why we have government. Students will identify the three branches of government, including the purpose and people involved in each branch. Students will identify the characteristics of good citizenship. LEQs: Why are rules in school, at home, and in the community important? What are the characteristics of a good citizen? **Citizens in Action** EQ: How do people get what they need?	

5.2.3.D Describe how citizens participate in school and community activities. 6.2.3.C Identify types of advertising designed to influence personal choice. 6.5.3.A Explain why people work. 6.5.3.B Identify different occupations. 6.5.3.H Identify the role of banks in our local community. 6.5.3.G Define saving and explain why people save. 6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources. 6.2.3.A Identify goods, services, consumers, and producers in the local community. 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.	How do citizens and culture impact and depend on each other? Objectives: Students will be able to identify elements of a community. Students will identify ways individuals and groups contribute to communities. LEQ: What are the elements of community? How do people contribute positively to their communities?	

Month(s): August – January	**Quarter 1 and 2**	

SCIENCE COMPREHENSIVE UNITS –
Matter and Energy, Weather and Climate,

Standard/ **Eligible Content**	**Essential Questions & Lesson** **Essential Question**	**Vocabulary**
Scientific Investigation & Inquiry S.3.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. (3.1.3.A, 3.4.3.C, 4.4.3.C) S.3.A.2.1.2 Make predictions based on observations. (3.1.3.A, 3.4.3.C, 4.4.3.C) S.3.A.2.1.3 Identify the variables in a simple investigation.	**Science Investigation & Inquiry** EQ: In what ways can science be investigated? Objectives: Students will identify the scientific and engineering processes.	

(3.1.3.A, 3.4.3.C, 4.4.3.C)

S4.A.2.1.4 State a conclusion that is consistent with the information/data.
(3.2.4.C, 3.2.4.D)

S3.A.1.1.1 Distinguish between fact and opinion
(3.1.3.A, 3.4.3.B, 3.4.3.D, 3.4.3.E, 4.4.3.D)

S3.A.1.1.2 Identify examples of common technological changes, past and present, in the community (e.g., energy production, transportation, communication, recycling).
(3.1.3.A, 3.4.3.B, 3.4.3.D, 3.4.3.E, 4.4.3.D)

S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., scientific fact can be supported by making observations).
(3.2.4.A, 3.2.4.C, 3.8.4.C)

S4.A.2.2.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.
(3.2.4.C, 2.3.4.D)

Matter/Energy
S3.C.3.1.1 Identify and describe an object's motion (e.g., start/stop, up/down, left/right, faster/slower, spinning)
(3.2.3.B1, 3.2.3.B2, 3.2.3.B6)

S3.C.3.1.2 Describe an object's position in terms of its relationship to another object or stationary background (e.g., behind, beside, on top of, above, below).
(3.2.3.B)

S4.C.3.1.1 Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).
(3.4.4.C, 3.6.4.C, 3.2.4.B)

Students will use the scientific inquiry process to carry out scientific investigations.

Students will use the engineering process to carry out STEAM investigations.

LEQ:
How do I think like a scientist?

Matter/Energy
EQ:
How can one explain the structure, properties, and interactions of matter?

How can one explain and predict interactions between objects within systems?

How is energy transferred and conserved?

How are waves used to transfer energy and information?

Objectives:

Students will understand that matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.

Students recognize the cause and effect relationship between the forces acting on an object and the direction of its motion.

Students explore the relationship between the structure and function of different bridge designs.

~~S4.C.3.1.2 Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round). (3.4.4.C, 3.6.4.C, 3.2.4.B)~~

~~S4.C.3.1.3 Describe the position of an object by locating it relative to another object or a stationary background (e.g., a geographic direction, left, up). (3.4.4.C, 3.6.4.C, 3.2.4.B)~~

~~**Weather and Climate**~~
~~S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems.~~

~~S4.A.1.3.1 Observe and record change by using time and measurement.~~

~~S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes.~~

~~S4.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem.~~

~~S4.A.2.2 Identify appropriate instruments for a specific task and describe the information the instrument can provide.~~

~~S4.A.3.1 Identify systems and describe relationships among parts of a familiar system (e.g., digestive system, simple machines, water cycle).~~

~~S4.A.1.3.1 Observe and record change by using time and measurement.~~

~~S4.A.3.2 Use models to illustrate simple concepts and compare the models to what they represent.~~

~~S4.A.3.3 Identify and make observations about patterns that regularly occur and reoccur in nature.~~

~~Students consider the cause and effect relationship between a material's surface and the amount of friction it has.~~

~~Students consider the cause and effect relationship between this distance of a magnet and the strength of the force.~~

~~Students consider the cause and effect relationship between which direction two magnets are facing and if they will push or pull on one another.~~

~~Students consider the cause and effect relationship between two magnets as a way to so design solutions using the engineering process.~~

~~LEQ:~~
~~What forces are used in tug-of-war?~~

~~What makes bridges so strong?~~

~~How can you go faster down a slide?~~

~~What can magnets do?~~

~~How can you unlock a door using a magnet?~~

~~**Weather and Climate**~~
~~EQ:~~

~~What is the universe, and what is Earth's place in it?~~

~~How and why is Earth constantly changing?~~

E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
(CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C)

E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
(CC.1.2.3.D, CC.1.2.3.E)

S4.A.3.3.2 Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).

How do Earth's processes and human activities affect each other?

Objectives:

Students will carry out an investigation by using a model to observe evaporation.

Students will engage in argument from evidence using observations from their investigation to explain what clouds are.

Students will consider the cause and effect relationship between heated liquid water and the evaporation of gas water that forms into clouds.

Students obtain and communicate information about different types of clouds by creating a Storm Spotter's Guide.

Students will engage in argument from evidence by using this information to analyze multiple scenarios and determine if a storm will occur and why.

Students will explore patterns of changing clouds as a way to predict weather.

Students will obtain and evaluate information about weather and climate in multiple locations.

Students will communicate the weather information by color coding a map based on climate.

Students will analyze and interpret climate data to determine observable climate patterns across the world.

	Students will define problems that strong winds cause.	
	Students will develop and use a model of a home in order to design a solution that keeps the roof attached to the home and stops the home from blowing away in the wind.	
	Students will test and improve their model house prototype.	
	Students will identify the cause and effect relationship between strong winds and the problems they cause.	
	LEQ:	
	How do clouds form?	
	How can we predict the weather?	
	Why are some places on Earth always hot?	
	How can you design a house to keep it from blowing away?	

Month(s): January – May	Quarter 3 and 4	

Standard/ Eligible Content	**Essential Questions & Lesson Essential Question**	**Vocabulary**
Life Cycles, Traits, Heredity, and Habitats S3.B.1.1.4 Describe how plants and animals go through life cycles.	EQ:	

S4.B.1.1.5 Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed-producing plant).

S3.A.3.1.2 Identify changes in natural or human-made systems.

S4.A.3.1.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium).

S3.A.3.1.1 Classify systems as either human-made or natural (e.g., human-made systems(balancing systems, tops, wheel and axle systems, pencil sharpeners from manual to electric); natural systems (plants, animals, water cycle, stream).

S4.A.3.1.3 Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system.

S3.B.3.2.1 Describe what happens to an animal when its habitat is changed.

S4.B.3.2.1 Describe what happens to a living thing when its habitat is changed.

S4.B.3.2.2 Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.

S4.B.3.2.3 Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).

S4.B.2.2 Identify that characteristics are inherited and, thus, offspring closely resemble their parents.

S4.B.2.2 Identify that characteristics are inherited and, thus, offspring closely resemble their parents.

S4.B.2.2.1 Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that

How do organisms live, grow, respond to their environment, and reproduce?

How and why do organisms interact with their environment and what are the effects of these interactions?

How can one explain and predict interactions between objects within systems?

Objectives:
Students will explore the pattern of similarities in life cycles among organisms.

Students will observe that a plant's stigma (structure) is sticky to "catch" pollen (function).

Students use patterns of data to sort food as a fruit or vegetable.

Students will learn that fruit (structure) contains seeds and helps them to spread (function).

Students will identify the similarities and differences shared between offspring and their parents, or among siblings as a pattern.

Students will be able to identify cause and effect relationships between the environment and the type of organism that can survive there.

Students will analyze and interpret data from fossil records to determine what type of food an organism ate/eats. They use the fossil evidence to engage in an

appear in both parents and could be passed onto offspring. (diversity)

S4.A.2.1.4 State a conclusion that is consistent with the information/data.

S4.B.3.2.1 Describes what happens to a living thing when its habitat is changed.

S4.B.3.2.2 Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.

S4.B.3.2.3 Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).

S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations).

S4.A.1.3.2 Describe relative size, distance, or motion.

S4.A.1.3.4 Explains what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., it might die, migrate, change behavior, eat something else).

S4.A.3.2.1 Identify what different models represent (e.g., maps show physical feature, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).

S4.B.2.1.2 Identify physical characteristics (e.g., height, hair color, eye color, attached earlobes, ability to roll tongue) that appears in both parents and could be passed onto offspring.

S4.A.1.1.2 Identify and describe examples of common technological changes past to present in the community (e.g.,

argument for why they chose each food source.

Students will use mathematics and computational thinking to record data and graph values.

Students will recognize patterns in traits between parents and offspring.

Students recognize the cause and effect relationship between a change in the environment and the survival of organisms that inhabit it.

Students recognize the cause and effect relationship between animals living in a group and the members of that group surviving.

LEQ:
Why do plants grow flowers?

Why do plants give us fruit?

Why are some apples red and some green?

How could you make the biggest fruit in the world?

Where can you find whales in the desert?

How do we know what dinosaurs look like?

Can you outrun a dinosaur?

What kinds of animals might there be in the future?

energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment. S4.A.1.3.5 Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment. S4.A.3.1.4 Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer. **Reasoning and Analysis** S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations). S4.A.1.3.2 Describe relative size, distance, or motion. S4.A.1.3.4 Explains what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., it might die, migrate, change behavior, eat something else). **Systems, Models and Patterns** S3.A.3.2.1 Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas). S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas). S4.A.3.3.2 Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).	Can selection happen without people? Why do dogs wag their tails? What's the best way to get rid of mosquitos? How long can people (and animals) survive in outer space?	

S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.		