

## UNIT 3

<b>Course:</b> Language Arts/Social Sciences/SEL	<b>Grade Level:</b> 3rd Grade
<b>Unit Title:</b> Historical Perspectives	<b>Length of Unit:</b> Approximately 6 weeks
<p><b>Unit Summary:</b> In this unit students use historical thinking to explore their local community's past and how communities change over time. Acting as historians, students investigate various ways we learn about history and begin to gather information about the history of their local community. Students identify historical figures in the local community and explain their contributions and significance in local history. Throughout the unit, students will consider how the people, events, and developments of the past have influenced and shaped their community and region. Students will be introduced to the concept of historical perspective as they begin to understand why people may view the same historical event in different ways. Students will use a variety of reading strategies (i.e. questioning, context clues) in a wide range of texts in order to clarify their understanding and the meaning of unknown words in those texts. Students will write detailed informative/explanatory pieces to inform/teach others on a topic of choice.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify individual rights at school, home, and within the community and know and apply the steps of decision making to make decisions that are respectful of others and themselves.</p>	
<b>Stage 1- Desired Results</b>	
<b>STANDARDS</b>  <b>Priority:</b> <b>Social Sciences:</b> S.S.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.  <b>Language Arts:</b> RL/RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Transfer</b>
	<i>Students will be able to independently use their learning to...</i>
	<b>TG1: Draw on the actions or events of the past to inform behaviors of individuals and groups in today's world.</b>  <b>TG2: Use questioning skills while reading a wide-range of texts in order to determine the meaning of words and phrases and demonstrate an understanding of a text.</b>  <b>TG3: Write a detailed informative/explanatory text on a topic of choice.</b>
	<b>Meaning</b>

<p><b>RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</li> <li><b>B.</b> Develop the topic with facts, definitions, and details.</li> <li><b>C.</b> Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li><b>D.</b> Provide a concluding statement or section.</li> </ul> <p><b>W.3.8:</b> 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><b>SEL:</b> Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> Knowledge of the past helps one understand the present and make decisions about the future.</p> <p><b>EU2:</b> When one person influences a few others, there is a ripple effect that, over time, impacts many.</p> <p><b>EU3:</b> Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p><b>EU4:</b> Authors make deliberate choices (e.g., structure, language, etc.) that impact a story's meaning; effective readers can determine the difference between literal and nonliteral meanings of words.</p> <p><b>EU5:</b> Effective readers use appropriate strategies to construct meaning of text.</p> <p><b>EU6:</b> The writer of nonfiction chooses structures, graphics, and text features to suit the purpose and audience to convey purpose on a particular topic.</p> <p><b>EU7:</b> We write informational/ explanatory text to provide information about a topic or to explain how to do something.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How does learning about past events help us to make future decisions? <i>How am I connected to those in the past?</i></p> <p><b>EQ2:</b> Can an individual make a difference in history?</p> <p><b>EQ3:</b> How can asking and answering questions help me make meaning of a text? (RL/RI.1)</p> <p><b>EQ4:</b> How does an author's choice of words affect the meaning of a text? (RL.4)</p> <p><b>EQ5:</b> How do I determine the meaning of unknown words? (RI.4)</p> <p><b>EQ6:</b> How does an author's purpose influence decisions made while writing? <i>How does this influence me as a reader?</i> (W.2)</p> <p><b>EQ7:</b> Why do we write informational/ explanatory text? (W.2)</p>
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<p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>EU8:</b> A responsible decision-maker is someone who considers alternatives and makes thoughtful decisions; awareness of thoughts and feelings (our own and those of others) contributes to responsible decision-making.</p>	<p><b>EQ8:</b> What makes someone a responsible decision-maker?</p>
<p><b>Supporting:</b> Language Arts: SS.G.1.3: Locate major landforms and bodies of water on a map or other representation</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b> <b>K2:</b> Actions that have positively and negatively impacted others, including groups or communities throughout time</p> <p><b>K3:</b> Significant people, events, and developments that have shaped the community and region</p> <p><b>Language Arts/Digital Literacy</b> <b>K4:</b> Reading strategies</p> <p><b>K5:</b> The elements and structure of informational writing</p> <p><b>K6:</b> The writing process</p> <p><b>SEL</b> <b>K7:</b> Individual rights</p> <p><b>K8:</b> Steps for decision making</p>	<p><a href="#">Year-Long English/Spanish “I can” statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b> <b>S1:</b> I can identify which traits make people significant in their community.</p> <p><b>S2:</b> I can name important people and events that influenced my community, region, and the world.</p> <p><b>S3:</b> I can analyze the sequence of events to understand their impact on today’s world.</p> <p><b>Language Arts/Digital Literacy</b> <b>S4:</b> I can ask and answer questions of the text to build a literal understanding of the text. (RL/RI.1)</p> <p><b>S5:</b> I can say what happens in a text or what it’s about based on evidence from the text. (RL/RI.1)</p> <p><b>S6:</b> I can determine what words and phrases</p>

		<p>mean in a text. (RL/RI.4)</p> <p><b>S7:</b> I can discern (determine) if the language used in a text is literal or nonliteral. (RL.4)</p> <p><b>S8:</b> I can explain or provide information about a subject or idea(s) in an informative/ explanatory piece of writing. (W.2)</p> <ul style="list-style-type: none"><li>• I can choose only the details and information related to the topic.</li><li>• I can introduce the topic and organize my writing in a sequential manner</li><li>• I can elaborate upon ideas through the use of illustrations</li><li>• I can include facts, definitions, and details in my writing.</li><li>• I can use linking words so all the details flow together logically in my writing.</li><li>• I can bring my paper to an end by providing a concluding statement or section.</li></ul> <p><b>S9:</b> I can recall information from experiences or gather information sources, and take brief notes. (W.8)</p> <p><b>S10:</b> I can explain how sentences connect to paragraphs. (RI.8)</p> <p><b>S11:</b> I can explain that information is owned by the originator and use others' information without plagiarism. (Info/Dig Lit Goal 1)</p>
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