

Third Grade - Arizona Studies

Students will be able to...

(Disciplinary Skills and Process Standard)

- Use Chronological Sequencing
- Compare history to today
- Generate questions
- Explain Multiple Points of View
- Use Primary and Secondary Sources
- Compare Sources
- Construct Arguments and Explanations
- Use Evidence
- Present Summaries
- Explain Cause and Effect

Compelling Question

How does where we live shape who we are?

Priority Content Standards

Students must learn...

(Essential Content Knowledge Standards)

- Geographic Elements of Arizona
- Population of Arizona: Paleo to Today
- 22 Indian Nations of Arizona
- Growth and Expansion of Arizona
- Statehood and Government
- Role and Responsibilities of Arizona citizens
- Arizona Resources and Industries

C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.

G4.1 Describe how Arizona has changed over time.

H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

H2.2 Examine how individuals and groups have worked together throughout Arizona's history.

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.

Academic Vocabulary as Seen on State Assessment

affect, best support, connection, details, differences, evidence, generate, identify, information, main idea, opinion, ordering, passage, point of view, response, similarities, source, statement, summarize, turning point

Content Specific Vocabulary

agriculture, citizenship, civic virtues, civilization, colonize, conflict, consensus, cultures, democratic, explorer, government, human features, immigrants, indigenous, industries, innovations, migrant, missionaries, nation, natural resources, paleo, physical features, resolution, responsibilities, rights, settlement, tribal

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Skills and instructional strategies:

- Create a sequence of events
 - Beginning, Middle, End
- Understand similarities and differences of past and present
 - Connect, Extend, Challenge
- Analyze past events effect on student's life
 - Same Difference Connect Engage
- Ask questions about historical individuals and groups
 - Creative Question Starts
- Compare diverse cultures
 - Parts, People, Interactions (for younger children)
- Compare perspectives
 - Circle of Viewpoints
- Identify facts by answering questions
 - Unveiling Stories
- Use multiple sources to answer multiple questions
 - See Feel Think Wonder
- Collect evidence from multiple sources
 - What Makes You Say That?
- Generate questions about events, sources, and people
 - Generate-Sort-Connect-Elaborate
- Create a summary
 - Take Note
- Generate reasons for things and events
 - The Explanation Game

Social Studies and ELA Connections

Analyze primary and secondary sources using the inquiry process to develop questions that drive inquiry into the past.(3.SP1.3, 3.RI.1)

Determine the main idea of a passage/ source; explain how key details support the main idea. (3.SP3.7, 3.SP4.2, 3.RI.2)

Describe the relationship (time, sequence, and cause/effect) between a series of historical events and concepts using content-specific language (3.SP1.1, 3.RI.3)

Explicitly teach the text features of an informational text (*table of contents, headings, subheadings, captions, keys, maps, graphs, and charts and search tools- key words, sidebars, hyperlinks*) to locate information. (3.SP3.3, 3.RI.5)

Distinguish multiple points of view, including one's own, from that of the author of a passage/source (3.SP2.1, 3.RI.6)

Analyze primary/ secondary sources which can include illustrations, maps, images, and documents to determine where, when, why, and how key events occur. (3.SP3.3, 3.RI.7)

Compare and contrast multiple points of view as presented in two passages on the same topic. (3.SP3.4, 3.RI.9)

Write opinion pieces on social science topics or passages/sources, using reasons that best support one's point of view. (3.SP3.3, 3.SP3.6, 3.W.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social science topics and/or passages/sources, building on others' ideas and expressing their own clearly. (3.C1.2, 3.SL.1)

Essential Sources:

- Geographic Elements of Arizona
 - AZ Geographic Alliance
- Population of Arizona: Paleo to Today
 - World Population Review - Arizona
- 22 Indian Nations of Arizona
 - Office of Indian Education
 - Indian Land Cessions in the United States
- Growth and Expansion of Arizona
 - AZ Geographic Alliance - Grade 3
 - Bird's Eye View Lithograph 1889
- Statehood and Government
 - Arizona Constitution
 - Arizona State Seal and the 5Cs
- Role and Responsibilities of Arizona citizens
 - Legends of Arizona
 - Arizona Constitution
- Arizona Resources and Industries
 - AZ Geographic Alliance - Grade 3