

Social Studies Grade 3

Curriculum Writers: Carol Blaeser, Maribeth Promades, and Alexandra Hentz

TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p> <p>1.1 Family life now and in the recent past; family life in various places long ago.</p>	<p>The student understands family life now and in the recent past; family life in various places long ago by: (1A)</p> <p>GSE: HP 1 (3-4)-1b</p> <p>1.1.1 Representing various cultures in the classroom, comparing and contrasting family life now with family life over time between various cultures and considering such things as communication, technology, homes, transportation, recreation, school and cultural traditions. (e.g. comparing Wampanoag Indians and early Pilgrim life) [<i>Distinguish between past and present</i>]</p> <p>1.1.2 Examining and formulating questions about early records, diaries, family photographs, artifacts, and architectural drawings obtained through a local newspaper or historical society in order to describe family life in Barrington or Rhode Island long ago. [<i>Formulate historical questions</i>]</p> <p>1.1.3 Comparing and contrasting family life now with family life in Barrington or Rhode Island long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, and cultural traditions. [<i>Compare and contrast</i>]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A, J. F. Warner. 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum www.visitrhodeisland.c 	<p>STANDARDIZED AND REQUIRED</p> <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After:

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	<p>1.1.4 Classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past HP 1 (3-4)-1b</p> <p>The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values by: (1B)</p> <p>GSEs:</p> <p>1.1.5 Explaining the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language, e.g. story teller from Pokonet Tribe [<i>Obtain historical data</i>]</p>	<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Addresses multiple intelligences (instructional strategies)</p>	<p>om</p> <ul style="list-style-type: none"> www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearnin.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> story teller Pokonet Tribe 	<ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p> <p>1.2 The history of students' own local community</p>	<p>The student understands the history of his or her local community by: (2A)</p> <p>GSEs:</p> <p>1.2.1 Creating an historical narrative about the history of Barrington from data gathered from local residents, records found in</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin, 2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner. 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p>

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<p>and how communities in North America varied long ago.</p> <p><i>Focus Question: What was life like for Native Americans who lived in this area in 1600?</i></p>	<p>early newspapers, historical documents and photographs, and artifacts and other data found in local museums and historical societies. [<i>Construct a historical narrative</i>]</p> <p>1.2.2 Researching resources that are available in Barrington, record changes that have occurred in goods and services over time. [Establish temporal order]</p> <p>1.2.3 Describing Barrington life long ago, including jobs, schooling, transportation, religious landmarks, and recreation. [<i>Obtain historical data</i>]</p> <p>1.2.4 Interpreting population data from historical and current maps, charts, graphs, and census tables in order to make generalizations about the changing size and makeup of Barrington. [<i>Interrogate the data</i>]</p> <p>1.2.5 Examining local architecture and landscape to compare changes in function and appearance over time. [<i>Draw upon visual data</i>]</p> <p>1.2.6 Identifying historical figures in Barrington/Rhode Island (e.g. Thomas Dorr) and explain their contributions and significance. [<i>Assess the importance of the individual in history</i>]</p>	<ul style="list-style-type: none"> accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active 	<p>2003, ISBN #0-8225-4108</p> <ul style="list-style-type: none"> Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266.html. (RI facts: history, population, geography, state facts) www.50states.com 	<p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim

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<p>Focus Question: <i>What was life like for Native Americans who lived in the RI area in 1600?</i></p>	<p>The student understands how communities in North America varied long ago by: (2B)</p> <p>GSEs:</p> <p>1.2.7 Comparing and contrasting the different ways in which early Native American peoples such as the Wampanoag adapted to their various environments and created their patterns of community life long ago. [<i>Compare and contrast differing sets of ideas</i>]</p> <p>1.2.8 Drawing upon written and visual sources and describing the historical development and daily life of a colonial community such as Plymouth, in order to create a historical narrative, mural, or dramatization of daily life in that place long ago. [<i>Construct a historical narrative</i>]</p> <p>1.2.9 Drawing upon maps and stories in order to identify geographical factors that led to the establishment and growth of communities such as lobstering/fishing in Rhode Island [<i>Draw upon historical maps and read historical narratives imaginatively</i>]</p>	<p>participation in the classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<ul style="list-style-type: none"> Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)

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<p>TOPIC 2 – The History of Students' Own State or Region</p> <p>2.1 The people, events, problems, and ideas that created the history of their state.</p> <p>Focus Question: <i>What are some important characteristics of RI?</i></p>	<p>The student understands the history of indigenous peoples who first lived in his or her state or region by: (3A)</p> <p>GSE: HP 1 (3-4)-2a</p> <p>2.1.1 Drawing upon data in paintings and artifacts to hypothesize about the culture of the early Native Americans who are known to have lived in the Rhode Island. [<i>Formulate historical questions</i>]</p> <p>2.1.2 Drawing upon legends and myths of the Native Americans who lived in students' state or region in order to describe personal accounts of their history. [<i>Read historical narratives imaginatively</i>]</p> <p>2.1.3 Comparing and contrasting how Native American life today differs from the life of these same groups over 100 years ago. (e.g. Tapanum's Day) [<i>Compare and contrast differing sets of ideas</i>]</p> <p>2.1.4 Describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines) HP 1 (3-4)-2a</p> <p>The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region by: (3B)</p> <p>GSEs:</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities,</p>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 • Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 • Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 • Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 • Barrington By the Bay • The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 • Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers

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	<p>2.1.5 Gathering data in order to analyze geographic, economic, and religious (e.g. Roger Williams, Pilgrims, Anne Hutchinson) reasons that brought the first explorers and settlers to the state or region. [<i>Obtain historical data</i>]</p> <p>2.1.6 Reconstructing in timelines the order of</p> <ul style="list-style-type: none"> • early explorations e.g. Giovanni di Verrazano • settlements, e.g. Portsmouth, Providence • historic events e.g. Burning of the Gaspee, arrival of Roger Williams and Anne Hutchins, establishment of Brown University, RI's participation in the Revolutionary War, establishment of RI as a state, Slater Mill, etc.) <p>in Barrington and/or Rhode Island [<i>Establish temporal order</i>]</p> <p>2.1.7 Analyzing some of the interactions that occurred between the Native Americans and the first European settlers in Rhode Island [<i>Read historical narratives imaginatively</i>]</p> <p>2.1.8 Using a variety of sources to construct a historical narrative about daily life in the early settlements of the student's state or region. [<i>Obtain historical data</i>]</p>	<p>and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept</p>	<ul style="list-style-type: none"> • www.visitrhodeisland.com • www.ri.gov/ • www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) • www.50states.com • www.enchantedlearning.com/usa/states/rhodeisland • www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> • Roger Williams Historical Society (interactive classroom presentation) 	<ul style="list-style-type: none"> ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report (W-4)

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<p>Focus Question: <i>What are some important characteristics of Barrington?</i></p>	<p>2.1.9 Describing and organizing a sequence of significant events in <u>Rhode Island history</u> (e.g., interpreting and analyzing data in timelines) HP 1 (3-4)-2a</p> <p>The student understands the various other groups from regions throughout the world who came into the his or her own state or region over the long-ago and recent past by: (3C)</p> <p>GSE: HP 1 (3-4)-2b</p> <p>2.1.10 Developing a timeline on their state or region and identify the first inhabitants who lived there, each successive group of arrivals, and significant changes that developed over the history <u>Barrington/Rhode Island</u>. [<i>Establish temporal order</i>]</p> <p>2.1.11 Describing the problems, including prejudice and intolerance (e.g. <u>treatment of Roger Williams and Anne Hutchinson</u>), as well as the opportunities that various groups who have lived in <u>Rhode Island</u>. [<i>Appreciate historical perspectives</i>]</p> <p>2.1.12 Explaining <u>and inferring</u> how a sequence of events affected people of <u>Rhode Island</u> (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina HP 1 (3-4)-2b</p>	<p>development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>		

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	<p>The student understands the interactions among all these groups throughout the history of his or her state by: (3D)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 4 (3-4) 3 a,b • C & G 5 (3-4) a • C & G 5 (3-4) 2a <p>2.1.13 Listing in chronological order the major historical events that are part of Rhode Island history. [<i>Establish temporal order</i>]</p> <p>2.1.14 Analyzing the significance of major events in Rhode Island, their impact on people then and now, and their relationship to the history of the nation. [<i>Analyze cause-and-effect relationships</i>]</p> <p>2.1.15 Reading historical narratives to describe how Rhode Island attained its statehood. [<i>Reconstruct the literal meaning of a historical passage</i>] (grades</p> <p>2.1.16 Identifying historical problems or events in Rhode Island, e.g.</p> <ul style="list-style-type: none"> • before Revolutionary War, the King of England wanted to make sure colonist paid taxes to England (Portrait of the States: Rhode Island, pp. 8-9 • English sent troops to guard harbor'117 RI • 1172 burning of the Gaspee 			

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	<ul style="list-style-type: none"> • Triangle Trade Route, slavery in RI (Hello U.S.A. p. 28) • Industrial Revolution, 1793 Slater Mill • 1840 RI grew by more than 100,000 • Immigrants arrive to work in cotton and woolen mills • May 4, 1776 RI first colony to declare independence, last to approve the Constitution • May 29, 1790 RI became the 13th state • 1774 RI outlawed slave trade <p>and analyze the way they were solved and/or the ways that they continue to be addressed. [<i>Identify issues and problems in the past</i>]</p> <p>2.1.17 Investigating the influence of geography on the history of Rhode Island and identify issues, e.g. Save the Bay</p> <ul style="list-style-type: none"> • beaches shut down periodically (Rhode Island Hello U.S.A. p. 59) • shell fishermen protest pollution in Narragansett Bay (Rhode Island Hello U.S.A. p. 58) • 1993 Comprehensive Conservation Management Plan (Rhode Island Hello U.S.A. p. 57) <p>and approaches to problems such as land use and environmental problems. [<i>Reconstruct the literal meaning of a historical passage</i>]</p>			

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	<p>2.1.18 Identifying problems, planning and implementing solutions, <u>and evaluating the outcomes</u> in the classroom, school, community, state, nation, or world (e.g., problem of global warming/solutions - recycling, energy conservation) C & G 4 (3-4) 3 a</p> <p>2.1.19 <u>Explaining how individuals can take responsibility for their actions and how their actions impact the community</u> C & G 4 (3-4) 3 b</p> <p>2.1.20 <u>Explaining how current events around the world affect our lives</u> (e.g., trade, war, conflict-resolution, global warming)C & G 5 (3-4) 1a</p> <p>2.1.21 <u>Locating where different nations are in the world in relation to the United States</u> (e.g., related to current events, literature, trade books)C & G 5 (3-4) 1b</p> <p>2.1.22 <u>Exploring current issues</u> using a variety of print and non-print sources (e.g., <i>Where does our food come from and what happens if there is a drought?</i>)C & G 5 (3-4) 2a</p> <p>The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity by: (3E)</p>			

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	<p>GSEs:</p> <ul style="list-style-type: none"> • HP 2 (3-4)- 1a • HP 2 (3-4)- 2a • HP 3 (3-4)-1a <p>2.1.23 Drawing upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent Rhode Island. e.g. state flag, bird, color, tree, rock, seal, etc. [<i>Draw upon visual data</i>]</p> <p>2.1.24 Analyzing how the ideas of significant people (Roger Williams, Nathanael Greene, Claiborne Pell, Theodore Francis Green, Gilbert Stuart, George M. Cohan, Alan Shawn Feinstein, etc.) affected the history of Rhode Island. [<i>Assess the importance of the individual in history</i>]</p> <p>2.1.25 Researching in order to explain why important buildings, statues, monuments, and place names are associated with Rhode Island (e.g. state house, Independent Man, Statue of Roger Williams, Slater Mill, etc.) [<i>Obtain historical data</i>]</p> <p>2.1.26 Drawing upon a variety of sources to describe the unique historical conditions that influenced the formation Rhode Island (e.g. Roger Williams, Touro Synagogue) [<i>Obtain historical data</i>]</p>			

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	<p>2.1.27 Investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features HP 2 (3-4)- 1a</p> <p>2.1.16 Describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after))HP 2 (3-4)- 2a</p> <p>2.1.17 Interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.) HP 3 (3-4)-1a</p>			
<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p>	<p>The student understands how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution by: (4A)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 1 (3-4) -2a, b • C & G 2 (3-4)-1a • C & G 2 (3-4) - 2a, b, c • C & G 3 (3-4)-1a • C & G 3 (3-4)-2 a, b, c • C & G 4 (3-4) - 1a • C & G 4 (3-4)-2a 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 • Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 • Rhode Island - Sea to 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p>

Social Studies Grade 3

Curriculum Writers: Carol Blaeser, Maribeth Promades, and Alexandra Hentz

TOPIC/ STANDARD	NHS Standards/GSESs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
3.1 How democratic values came to be, and how they have been exemplified by people, events, and symbols.	<ul style="list-style-type: none"> • C & G 1(3-4)-1b <p>3.1.1 Explaining that the U.S. government was formed by English colonists who fought for independence from England. [<i>Explain causes and consequences</i>]</p> <p>3.1.2 Identifying and explaining the basic principles that Americans set forth in the documents that declared the nation's independence from England (the Declaration of Independence) and that created the new nation's government (U.S. Constitution). [<i>Demonstrate and explain the influence of ideas</i>] trade book: Sh! I am Writing the Constitution</p> <p>3.1.3 Explaining the importance of the basic principles of American democracy that unify us as a nation:</p> <ul style="list-style-type: none"> • our individual rights to life, liberty, and the pursuit of happiness • responsibility for the common good • equality of opportunity and equal protection of the law • freedom of speech and religion • majority rule with protection for minority rights • limitations on government, with power held by the people and delegated by them to their elected officials (representative government) who are responsible to those who elected them to office. [<i>Demonstrate and explain the</i> 	<ul style="list-style-type: none"> • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of 	<p>Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7</p> <ul style="list-style-type: none"> • Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 • Barrington By the Bay • The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 • Sh! I am Writing the Constitution • Map Essentials <p>Technology</p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ridoe.ri.gov/instruction/curriculum • www.visitrhodeisland.com • www.ri.gov/ • www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) • www.50states.com • www.enchantedlearnin 	<p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence

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	<p><i>influence of ideas]</i></p> <p>3.1.4 Comparing similarities between a rule and a law C & G 1(3-4)1b</p> <p>3.1.5 Identifying authority figures that make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) <u>and explaining how there are limits to their power</u> (e.g., <i>What are police not allowed to do?</i>) C & G 1(3-4) -2a</p> <p>3.1.6 Recognizing, describing, and <u>demonstrating</u> the characteristics of leadership and fair decision making, and explaining how they affect others C & G 1(3-4) -2b</p> <p>3.1.7 <u>Identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each</u> (e.g., checks and balances) C & G 2 (3-4)-1a</p> <p>3.1.8 Identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day) C & G 2 (3-4) - 2a</p>	<p>open questions that challenge students' thinking</p> <ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<p>g.com/usa/states/rhodeisland</p> <ul style="list-style-type: none"> www.info.ri.gov/ Internet: biographies <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <p>John McNiff, National Park Service, presentation on Roger Williams 282 North Main St. Prov. RI 02903 521-7224, John_McNiff@nps.gov (grade 3)</p>	<ul style="list-style-type: none"> description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)

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	<p>3.1.9 Using a variety of sources (e.g., <i>Bill of Rights</i>, <i>Declaration of Independence</i>, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, <i>E Pluribus Unum</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity) C & G 2 (3-4) - 2 b</p> <p>3.1.10 <u>Exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal</u> (e.g., problem solving, task completion, etc.) <u>and self-monitoring effectiveness in a group</u> C & G 2 (3-4) - 2 c</p> <p>3.1.11 Exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u> C & G 3 (3-4)-1a</p> <p>3.1.12 <u>Demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn) C & G 3 (3-4)-2 a</p>			

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	<p>3.1.13 <u>Working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal) C & G 3 (3-4)-2 b</u></p> <p>3.1.14 <u>Explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities C & G 3 (3-4)-2 c</u></p> <p>3.1.15 <u>Identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world) C & G 4 (3-4) - 1a</u></p> <p>3.1.16 <u>Engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form C & G 4 (3-4)-2a</u></p> <p>The student understands ordinary people who have exemplified values and principles of American democracy by: (4B)</p>			

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	<p>GSE: C & G 1 (3-40-1a)</p> <p>3.1.17 Identifying ordinary people (e.g. Roger Williams) who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance. [<i>Assess the importance of the individual in history</i>]</p> <p>3.1.18 Analyzing in their historical context the accomplishments of ordinary people (Claiborne Pell, Feinstein, etc.) in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good. [<i>Assess the importance of the individual in history</i>]</p> <p>3.1.19 Making, applying, and enforcing rules (home, school, community) C & G 1 (3-4)-1a</p> <p>The student understands historic figures who have exemplified values and principles of American democracy by: (4C)</p> <p>GSE: C & G 1(3-4)-1c</p>			

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	<p>3.1.20 Identifying historical figures (e.g. Roger Williams, Anne Hutchinson, etc. who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today. [<i>Assess the importance of the individual in history</i>]</p> <p>3.1.21 Describing how historical figures (e.g. astronauts) in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful. [<i>Assess the importance of the individual in history</i>]</p> <p>3.1.22 Citing examples of services that local and state governments provide for the common good C & G 1(3-4)-1c</p> <p>The student understands events that celebrate and exemplify fundamental values and principles of American democracy by: (4D)</p> <p>GSEs: C & G 2 (3-4)-2a</p>			

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	<p>3.1.23 Describing the history of holidays, such as the birthday of Martin Luther King Jr., Presidents' Day, Memorial Day, the Fourth of July, Labor Day, Veterans' Day and Thanksgiving, that celebrate the core democratic values and principles of this nation. [<i>Demonstrate and explain the influence of ideas</i>]</p> <p>3.1.24 Describing the history of events, such as the signing of the Mayflower Compact and the Declaration of Independence, and the writing of the Constitution, <i>Demonstrate and explain the influence of ideas and beliefs</i>]</p> <p>3.1.25 <i>Identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day)</i>C & G 2 (3-4)-2a</p>			
<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic,</p>	<p>The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage by: (6A)</p> <p>GSEs:</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the</p>	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose. ISBN # 1- 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p>

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<p>and Political Heritage</p> <p>3.3. Regional folklore and cultural contributions that helped to form our national heritage.</p>	<p>3.3.1 Examining art, crafts, music, and language of people from a variety of regions long ago and describe their influence on the nation. <i>e.g. Gilbert Stuart, George M. Cohen [Draw upon visual and other historical data]</i></p>	<p>content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories,</p>	<p>8034-4660-1</p> <ul style="list-style-type: none"> • Barrington By the Bay • The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 • Map Essentials <p>Technology</p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum • www.visitrhodeisland.com • www.ri.gov/ • www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) • www.50states.com • www.enchantedlearning.com/usa/states/rhodeisland • www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe <p>School library resources</p> <p>Community</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report (W-4)

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		tree) relational organizers (fish bone, pie chart) Addresses multiple intelligences (instructional strategies)		
<p>4. TOPIC – 4 The History of Peoples of Many Cultures Around the World</p> <p>4.1 Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.</p>	<p>The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects by: (8A)</p> <p>GSEs:</p> <p>4.1.1 Identifying and describing technological inventions (Slater Mill) and developments that evolved during the 19th century and the influence of these changes on the lives of workers. [<i>Demonstrate and explain the influence of ideas</i>]</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin, 2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner, 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin, ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose, ISBN # 1-8034-4660-1 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/c 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 <ul style="list-style-type: none"> Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13)

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		<p>participation in the classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<p>urriculum</p> <ul style="list-style-type: none"> www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)
<p>5 National Geography Standards: The World in Spatial Terms</p> <p>Standard 1:</p> <p>5.1 Knows and understands how to use maps and other geographic representations, tools, and</p>	<p>The student</p> <p>5.1.1 Knows and understands the characteristics and purposes of geographic representations such as maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images.</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin, 2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner, 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin, ISBN # 0-516-03839-7 <ul style="list-style-type: none"> Map grid of RI cities p. 61 Map of MA and RI, p.9 Uniquely Rhode Island, Katherine Moose, ISBN # 1-8034-4660-1 Physical map of RI p. 45 	<p>STANDARDIZED AND REQUIRED</p> <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>technologies to acquire, process, and report information.</p> <p>Standard # 2 5.2 Knows and understands how to use mental maps to organize information about people, places, and environments</p> <p>Standard # 3 5.3 Knows and understands how to analyze the spatial organization of people, places, and environments on Earth's surface</p>	<p>5.1.1 Knows and understands the characteristics and purposes of tools and technologies such as reference works (atlas)</p> <p>5.1.2 Knows how to display spatial information on maps and other geographic representations (e.g. make a map of their bedroom)</p> <p>5.2.1 Locates places within the local community and in nearby communities</p> <p>5.2.2 Knows the location of Earth's continents and oceans in relation to each other</p> <p>5.3.1 Knows and understands the spatial concepts of location, distance, direction, scale, movement in the northeast region.</p>	<ul style="list-style-type: none"> anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> Rainfall map of RI p. 8 Map of places to visit in RI p. 42 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials The Land pp. 18-21 <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ridoe.net/instruction/curriculum www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <p>John McNiff, National Park Service, presentation on Roger Williams 282 North Main St. Prov. RI 02903 521-7224, John_McNiff@nps.gov (grade 3)</p>	<p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)

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<p>National Geography Standards: Places and Regions</p> <p>Standard # 4 5.4 Knows and understands the physical and human characteristics of places.</p> <p>Standard # 6 5.6 Knows and understands how culture and experience influence people's perceptions of places and regions</p>	<p>The student</p> <p>5.4.1 Knows and understands the physical characteristics of places (e.g. landforms, bodies of water, soil, vegetation, and weather of Rhode Island)</p> <p>5.4.2 Knows and understands the human characteristics of places (e.g. distributions, settlement patterns, languages, ethnicity, nationally and religious beliefs of Rhode Island)</p> <p>5.6.1 Describes his/her community from different perspectives</p> <p>5.6.2 Understands ways in which different people perceive places and regions of Rhode Island</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7, pp. 8-11 Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1, pp 6-8 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>STANDARDIZED AND REQUIRED</p> <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast

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		<p>writing, observing, discussing, and debating</p> <ul style="list-style-type: none"> building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> Barrington Town Hall – Historical Preservation Society John McNiff, National Park Service, presentation on Roger Williams 282 North Main St. Prov. RI 02903 521-7224, John_McNiff@nps.gov (grade 3) 	<p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)
<p>National Geography Standards: Human Systems</p> <p>Standard # 9 5.9 Knows and understands the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p>Standard #12 5.11 Knows and understands the process,</p>	<p>The student</p> <p>5.9.1 Understands the spatial distribution of the population of Rhode Island</p> <p>5.11.1 Knows the factors that affected where people settled in Rhode Island</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills:</p>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American plaster mask, body backboard, I'm from Poem</p>

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<p>patterns, and functions of human settlement.</p>		<p>chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> www.ridoe.net www.ridoe.gov/instruction/curriculum www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <p>John McNiff, National Park Service, presentation on Roger Williams 282 North Main St. Prov. RI 02903 521-7224, John_McNiff@nps.gov (grade 3)</p>	<p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report (W-4)

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<p>National Geography Standards: Environment and Society</p> <p>Standard # 14 5.14 Knows and understands how human actions modify the physical environment</p>	<p>The student</p> <p>5.14.1 Knows how people depend on the physical environment, e.g. "Save the Bay"</p> <p>5.14.2 Understands how people modify the physical environment, e.g. pollution in Rhode Island</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Portraits of the States Rhode Island, Carol Severin.2007, ISBN # 0-8368-4707-5 Rhode Island, Hello U.S.A., J. F. Warner. 2003, ISBN #0-8225-4108 Rhode Island - Sea to Shining Sea, D.B. Fradin. ISBN # 0-516-03839-7 Uniquely Rhode Island, Katherine Moose. ISBN # 1-8034-4660-1 Barrington By the Bay The Big Rhode Island Reproducible Activity Book ISBN# 0793399548 Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ridoe.net/instruction/curriculum www.visitrhodeisland.com www.ri.gov/ www.inforplease.com/ipa/A0108266html. (RI facts: history, population, geography, state facts) www.50states.com www.enchantedlearning.com/usa/states/rhodeisland www.info.ri.gov/ <p><u>Materials</u></p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p><u>School library resources</u></p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p><u>Reading Strategies</u></p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13 Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast

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<p>Historical Thinking</p> <p>6.1 Chronological thinking</p>	<p>Students will</p> <p>6.1.1 Distinguish between past, present, and future time</p> <p>6.1.2 Identify the temporal structure of a historical narrative or story</p> <p>6.1.3 Establish temporal order in constructing students' own historical narratives</p> <p>6.1.4 Measure and calculate calendar time</p> <p>6.1.5 Interpret data presented in time lines</p> <p>6.1.6 Create time lines</p> <p>6.1.7 Explain changes and continuity over time</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>	<p>Historical Thinking Standards flow through all Eras. See above</p>

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Historical Thinking 6.2 Historical comprehension	Students will 6.2.1 Identify the author or source of the historical document or narrative 6.2.2 Reconstruct the literal meaning of a historical passage 6.2.3 Identify the central questions(s) the historical narrative addresses 6.2.4 Read historical narratives imaginatively 6.2.5 Appreciate historical perspectives 6.2.6 Draw upon data in historical maps	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above
Historical Thinking 6.3 Historical Analysis and Interpretation	Students will 6.3.1 Formulate questions to focus their inquiry or analysis 6.3.2 Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions 6.3.3 Analyze historical fiction 6.3.4 Distinguish between fact and fiction 6.3.5 Compare different stories about a historical figure, era, or event 6.3.6 Analyze illustrations in historical stories	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above

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	6.3.7 Consider multiple perspectives 6.3.8 Explain causes in analyzing historical actions 6.3.9 Challenge arguments of historical inevitability 6.3.10 Hypothesize influences of the past			
Historical Thinking 6.4 Historical Research capabilities	Students will 6.4.1 Formulate historical questions 6.4.2 Obtain historical data 6.4.3 Interrogate historical data 6.4.4 Marshal needed knowledge of the time and place, and construct a story	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above
Historical Thinking 6.5 Historical Issues-Analysis and Decision-Making	6.5.1 Identify problems and dilemmas in the past. 6.5.2 Analyze the interests and values of the various people involved 6.5.3 Identify causes of the problem or dilemma	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above	Historical Thinking Standards flow through all Eras. See above

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	6.5.4 Propose alternative choices for addressing the problem 6.5.5 Formulate a position or course of action on an issue 6.5.6 Identify the solution chosen 6.5.7 Evaluate the consequences of a decision			