

3rd Grade PUSD Social Studies District Instruction Guide (updated 2019)
Year Long Standards Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Arizona Geography	Arizona Civics	Arizona History	Arizona Economics

Grade Level: 3	Time: Quarter 1		
Unit: Arizona Geography	Essential Questions: -What information is needed to make a complete map of Arizona? -What physical and human are unique to Arizona? -How can we describe the movement of people in Arizona?		
	Objectives/ I Can	Key Vocabulary	Resources/Assessments
3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. <ul style="list-style-type: none"> Key concepts may include <ul style="list-style-type: none"> locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts may include <ul style="list-style-type: none"> locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts may include <ul style="list-style-type: none"> distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures. 	<ul style="list-style-type: none"> I can create and use a chronological sequence of related events to compare developments that happened at the same time. I can compare information provided by various sources about physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, and the Gila River. I can develop questions about Arizona geography. I can explain why individuals and groups have different points of view on the same event. I can explain probable causes and effects that formed distinct physical and cultural characteristics. 	geography graphs landforms maps Grand Canyon Mogollon Rim Colorado River Salt River Gila River	Third Grade-Arizona Studies -Teacher Edition/Resources Lesson 2 Map Skills https://geoalliance.asu.edu/ (Link for maps-continents, states, water sources, tribes, and more) https://www.cbcbooks.org/wp-content/uploads/2019/02/NOTABLES2019_PreviewList2.pdf (mentor texts) https://mrnussbaum.com/usa/arizona

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<p>3.G2.1 Explain how people modify and adapt to the Arizona environment.</p> <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● modification and adaptation of the environment by Paleo-Indians, Prehistoric Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona’s natural resources. 	<ul style="list-style-type: none"> ● I can identify and use evidence that draws information from multiple sources to answer compelling questions about human-environmental interactions in Arizona. ● I can construct arguments and explanations for how people modify and adapts to the Arizona environment using reasoning, examples, and details from sources. ● I can present summaries of arguments and explanations using print, oral, and digital technologies to explain how people modify and adapt to the Arizona environment. 	<p>22 Arizona Native American nations environment immigrants migrants</p>	
<p>3.G3.1 Describe the movement of people in and out of Arizona over time.</p> <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns 	<ul style="list-style-type: none"> ● I can identify and use evidence that draws information from multiple sources to answer compelling questions about the movement of people in and out of Arizona over time. ● I can generate questions about multiple historical sources about settlement, economic development, growth of major cities, major economic activities, and land use patterns in Arizona. ● I can compare information provided by various sources about human population and movement in Arizona. 	<p>settlers</p>	

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Grade Level: 3	Time: Quarter 2		
Unit: Arizona Civics	Essential Questions: -How does the voting procedure work in relation to our rights, and the rights of others? -What are the structure and function of the Arizona Constitution and governments; including -local, state, and tribal governments? -In what ways can we work together with members of our community?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within <u>Arizona</u>. <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● respecting the rights of others, helping to promote the common good, and participating in government 3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.	<ul style="list-style-type: none"> ● I can explain why individuals and groups have different points of view on the same event. ● I can develop questions about Arizona’s government structures, societies, and/or communities. ● I can identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona’s government structures, societies, and/or communities. 	civics consensus constitution democratic government vote	Third Grade-Arizona Studies -Teacher Edition/Resources https://www.cbcbooks.org/wp-content/uploads/2019/02/NOTABLE_S2019_PreviewList2.pdf (mentor texts) www.commonlit.org https://mrnussbaum.com/usa/arizona
3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments <ul style="list-style-type: none"> ● Key concepts for state government may include <ul style="list-style-type: none"> ● limited to distinguishing the difference between national and state governments, describing the major responsibilities of each 	<ul style="list-style-type: none"> ● I can explain why individuals and groups have different points of view on the same event ● I can develop questions about state, local, and tribal governments in Arizona. ● I can identify and use evidence that draws information from multiple sources to answer compelling questions about state, local, and tribal governments in Arizona. ● I can compare information provided by various sources about state, local, and tribal governments in Arizona. 	Constitution national government state government tribal government	

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<p>branch, describing the important services state governments provide, describing how state government officials are chosen and who the current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for</p> <ul style="list-style-type: none">● Key concepts for local governments may include<ul style="list-style-type: none">● distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government● Key concepts for Tribal governments may include<ul style="list-style-type: none">● distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen	<ul style="list-style-type: none">● I can construct arguments and explanations using reasoning, examples, and details from sources about why it is important to participate in state government.● I can present summaries of explanations using print, oral, and digital technologies about state, local, and tribal governments.● I can present summaries of arguments and explanations using print, oral, and digital technologies about the ways in which people benefit from and are challenged by working together.		
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<p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p>			
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Grade Level: 3	Time: Quarter 3		
Unit: Arizona History	Essential Questions: -How are the time periods of Arizona cultures different; including the contributions of the 22 Native American tribes? -What primary and secondary sources would help us to understand the conflict and resolutions in the history of Arizona? -How do individual rights, freedoms, and responsibilities vary in communities, states, and nations?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations. <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations ● explorers, settlers, trappers, missionaries, and colonizers ● statehood ● Influential individuals and groups in the history and development of Arizona 	<ul style="list-style-type: none"> ● I can compare specific historical time periods to life today, including innovations, language, architecture, agriculture, etc. ● I can generate questions about individuals and groups who have impacted history including but not limited to Native Americans, Latinx, African Americans, Asian Americans, newcomers, settlers, trappers, missionaries, colonizers, etc. ● I can compare information provided by various sources about Arizona’s cultures, civilizations and innovations. ● I can develop questions about Arizona’s cultures, civilizations, and innovations. ● I can determine the contributions made by various cultural and ethnic groups including the 22 Native American tribes that reside in Arizona. 	agriculture architecture civilizations colonizers cultures explorers innovations innovations language mining missionaries prehistoric peoples settlers trappers	Third Grade-Arizona Studies -Teacher Edition/Resources Native American Tribes of Arizona: http://bit.ly/2uPW0YG http://bit.ly/2OYPE2J http://bit.ly/2IkL6SZ https://geoalliance.asu.edu/ (Link for maps-continents, states, water sources, tribes, and more) https://www.cbcbooks.org/wp-content/uploads/2019/02/NOTABLES2019_PreviewList2.pdf (mentor texts)

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<p>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona’s history.</p> <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.</p>	<ul style="list-style-type: none"> ● I can explain probable causes and effects of conflicts and resolutions throughout Arizona’s history. ● I can develop questions about explorations. ● I can explain why individuals and groups have different points of view over colonization and settlement. ● I can compare life during historical time periods to today including exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations. ● I can generate questions about individuals and groups who have impacted history and how the groups have worked together throughout Arizona’s history. 	<p>conflict resolution exploration colonization settlement industrialism</p>	<p>www.commonlit.org</p> <p>https://mrnussbaum.com/usa/arizona</p>
<p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p> <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers <p>3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.</p>	<ul style="list-style-type: none"> ● I can create and use a chronological sequence of related events to compare developments for a given time frame using primary and secondary sources. ● I can compare life during a historical time period to life today using primary and secondary sources. ● I can generate questions about individuals and groups who have impacted history including women, Native Americans, POWs, migrants, and farmworkers. 	<p>citizenship community current events freedoms internment migrants nation POW camps responsibilities rights segregation state Native Americans POWs migrants farmworkers</p>	

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Grade Level: 3	Time: Quarter 4		
Unit: Arizona Economics	Essential Question: -How have industries and occupations shaped Arizona? -What are ways that people in Arizona earn a living, and how do those earnings shape their financial decisions? -Explain how the availability of resources in Arizona affect our decision making. -How is Arizona connected with other states in the movement of goods and services?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
3.E1.1 Describe and discuss industries and occupations that have shaped Arizona. <ul style="list-style-type: none"> ● Key concepts may include <ul style="list-style-type: none"> ● the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism. 3.E1.2 Identify various forms of earning income in the state of Arizona. 3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.	<ul style="list-style-type: none"> ● I can develop questions about Arizona economics. ● I can compare life in the industries and occupations that have shaped Arizona to life today. ● I can explain why individuals and groups have different points of view on saving and spending money. ● I can construct arguments and explanations using reasoning, examples, and details from sources about positive and negative incentives that influence. 	5 c's <ul style="list-style-type: none"> ● cattle ● citrus ● climate ● copper ● cotton incentives income industries occupations tourism	Third Grade-Arizona Studies -Teacher Edition/Resources https://geoalliance.asu.edu/ (Link for maps-continents, states, water sources, tribes, and more) https://www.cbcbooks.org/wp-content/uploads/2019/02/NOTABLE_S2019_PreviewList2.pdf (mentor texts) www.commonlit.org https://www.econedlink.org/ https://mrnussbaum.com/usa/arizona
3.E2.1 Explain how the availability of resources affects decision making in Arizona with respect to water and other natural resources.	<ul style="list-style-type: none"> ● Explain probable causes and effects of availability of natural resources in Arizona. ● Explain probably causes and effects of movements of people, goods, and ideas between Arizona, other states, and Mexico. ● Present summaries of arguments and explanations using print, oral, and digital 	goods natural resources resources	

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<p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.</p>	<p>technologies to explain how the availability of resources affect decision.</p>		
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