

3rd Grade D.C. History and Geography Scope and Sequence

IW	Unit	Suggested Number of Days	Pacing Guidance	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RI.3.1, 3.10 apply to each unit	DC Content Supporting Standards
1 st Instructional Window 8/25–10/9 (33 days total)	SS Unit 1 Geography of D.C.	24 days 8/25–9/26	Teach this unit during the 1 st Instructional Window to build on the ELA Unit “It’s Right Outside My Door!”	Students compare and contrast the various neighborhoods that are found within D.C., as well as discuss the importance of the historical landmarks, monuments, resources, and physical features found in the District. Students will use primary and secondary sources such as maps, photographs, and charts to aid in their understanding of these communities. This unit acts as the basis for understanding for the rest of the social studies units.	3.1.3: Monuments 3.1.4: Historical sites and communities in D.C.	D1.4: Questions D4.2: Construct explanations <u>Apply to each unit:</u> D3.1: Sources D4.3: Present information D4.6: Analyze problems	RI.3.2: Main idea RI.3.4: Vocabulary RI.3.5: Locate info RI.3.7: Understand illustrations W.3.2: Explanatory writing W.3.4: Appropriate writing W.3.5: Edit W.3.7: Research	3.1, 3.1.1, 3.1.2, 3.1.5, 3.1.6
	SS Unit 2 History of D.C.	27.5 days 9/29–11/7	Teach this unit as soon as SS Unit 1 is finished, allowing students to use their new knowledge of D.C. geography to study the history of the formation of the capital.	Students examine how Washington, D.C., functions as a District, and how it provides both a state and local government to its residents. Students identify changes in D.C. during the centuries since its founding and recognize key turning points that shifted the course of the District’s development. Students identify important people who helped with this creation and modification of the District over time, and understand the importance of Washington, D.C., in shaping both our nation’s history and moral values.	3.4.2: Key people and events 3.4.3: Nature and formation of Washington, D.C.	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	RI.3.2: Main idea RI.3.3: Relationships RI.3.4: Vocabulary RI.3.7: Understand illustrations W.3.1: Opinion writing W.3.4: Appropriate writing W.3.5: Edit	3.4, 3.4.1, 3.4.4, 3.4.5, 3.5
2 nd Instructional Window 10/14–12/12 (38.5 days total)	SS Unit 3 Government, Democracy	20 days 11/12–12/12	Teach this unit for the second half of the 2 nd Instructional Window to align to the ELA Unit “People, Laws and Democracy.”	Students develop an understanding of the structure and duties of the local D.C. government, realizing the importance of the organization and duties of government, and discussing ways in which citizens can take part. Because this unit overlaps with Election Day, the voting process and the importance of voting should be addressed. Students identify important current government leaders and compare national, state, and local government structures. Students identify the processes of conflict and cooperation among government leaders locally, regionally, and nationally and examine taxation without representation in the capital.	3.2: Structure of D.C. government	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.4: Construct/Critique arguments	RI.3.2: Main idea RI.3.3: Relationships RI.3.4: Vocabulary RI.3.7: Understand illustrations W.3.1: Opinion writing W.3.4: Appropriate writing W.3.5: Edit	3.2.1–3.2.5

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3 rd Instructional Window 12/15-2/12 (32.5 days total)	SS Unit 4 Economy	18.5 days 12/15-1/23	Teach this unit during the first half of the 3 rd Instructional Window.	Students examine the structure of the local economy, explaining the importance of taxes, the role of money in society, and ways in which resources are used to produce goods and services. Students recognize ways in which governments influence the economy, and illustrate the economic relationship between governments and citizens. Students distinguish between different jobs and the roles they play in society.	3.3.1: Production of goods and services 3.3.2: Importance of taxes	D1.1: Key ideas D3.2/3.4: Source credibility/Develop claims D4.1/4.8: Construct arguments/Take action	RI.3.2: Main idea RI.3.4: Vocabulary W.3.3: Narrative writing W.3.4: Appropriate writing W.3.5: Edit	3.3, 3.3.3-3.3.5
	Science Unit 1 Forces, Why do Things Move?	18 days 1/26-2/20	Teach Unit 1 during the 3 rd Instructional Window.	Students learn that forces act on one particular object, and have both strength and direction. Students plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Students make observations and measurements of an object's motion to provide evidence for patterns of motion. They ask questions to determine cause and effect relationships of electric or magnetic interactions, and define a simple design problem to be solved by applying scientific ideas about magnets.	See 3 rd Grade Science SAS			
4 th Instructional Window 2/17 - 4/10 (36.5 days total)	Science Unit 2 Weather and Climate	19 days 2/24-3/20	Teach Unit 2 during the 4 th Instructional Window.	Students learn that scientists record patterns of weather across different times and areas so that they can make predictions about what kind of weather might happen next. They discuss natural hazards and the steps humans can take to reduce their impacts. Students represent data in tables and graphical displays to describe typical weather conditions expected during a particular season, and obtain and combine information to describe climates in different regions of the world. They make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.				

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4 th IW (continued) 2/17 – 4/10	Science Unit 3 The Eco-System is Changing!	18.5 days 3/23-4/24	Teach Unit 2 during the 4 th Instructional Window.	Students learn that some organisms survive and adapt while others die when the environment changes in ways that affect a place’s physical characteristics, temperature, and availability of resources. They learn that fossils provide evidence about the types of organisms that lived long ago. Students analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived.	<u>See 3rd Grade Science SAS</u>			
	5 th Instructional Window 4/20 – 6/17 (40.5 days total)	Science Unit 4 Plant and Animal Life Cycles	19 days 4/27-5/22	Teach Unit 4 during the 5 th Instructional Window to align to the ELA unit “The Living World.”				
Science Unit 5 The Hunger Games: Who will survive?		16.5 days 5/26-6/17	Teach Unit 5 during the 5 th Instructional Window to align to the ELA unit “The Living World.”	Students learn that being part of a group helps animals obtain food, defend themselves, and cope with changes. They understand that sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. Students construct an argument with evidence that in a particular habitat, some organisms survive well, some survive less well, and some cannot survive at all.				

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<p><u>Unit 1</u> <u>Geography of D.C.</u></p> <p>24 days 8/25 – 9/26</p> <p>Students compare and contrast the various neighborhoods that are found within D.C., as well as discuss the importance of the historical landmarks, monuments, resources, and physical features found in the District. Students will use primary and secondary sources such as maps, photographs, and charts to aid in their understanding of these communities. This unit acts as the basis for understanding for the rest of the social studies units.</p> <p>1st IW: 8/25-10/9 (33 days total)</p> <p>Taught at the beginning of the 1st Instructional Window to build on ELA Unit 1: “It’s Right Outside My Door!”</p>	<p>3.1.3: Identify and locate major monuments and historical sites around Washington, D.C. (e.g. the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McLeod Bethune House, Wilson Building, and Mount Vernon).</p> <p>3.1.4: Describe the various types of communities within the city (e.g. Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located.</p>	<p>D1.4: Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b: Develop the topic with facts, definitions, and details. c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d: Provide a concluding statement or section.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>W.3.7: Conduct short research projects that build knowledge about a topic.</p>	<p>3.1: Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, D.C., and the local community.</p> <p>3.1.1: Compare and contrast the differences between a contemporary map of Washington, D.C., and maps of this area at the end of the 18th and 19th centuries.</p> <p>3.1.2: Identify and locate major physical features and natural characteristics (e.g. bodies of water, land forms, natural resources, and weather) in Washington, D.C.</p> <p>3.1.5: Describe the ways in which people have used and modified resources in the local region (e.g., building roads, bridges, and cities, and raising crops).</p> <p>3.1.6: Explain how people depend on the physical environment and its natural resources to satisfy their basic needs.</p>

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<p><u>Unit 1</u> <u>Geography of D.C.</u> (continued)</p>	<p>(see previous page)</p>	<p><u><i>Apply to each unit:</i></u></p> <p>D3.1: Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.3: Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g. posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g. Internet, social media, and digital documentary).</p> <p>D4.6: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p><u><i>Apply to each unit:</i></u></p> <p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>(see previous page)</p>

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<p><u>Unit 2</u> <u>History of D.C.</u></p> <p>27.5 days 9/29-11/7</p> <p>Students examine how Washington, D.C., functions as a District, and how it provides both a state and local government to its residents. Students identify changes in D.C. during the centuries since its founding and recognize key turning points that shifted the course of the District’s development. Students identify important people who helped with this creation and modification of the District over time, and understand the importance of Washington, D.C., in shaping both our nation’s history and moral values.</p> <p>2nd IW: 10/14-12/12 (36 days total)</p> <p>Taught during the end of 1st IW and beginning of 2nd IW.</p>	<p>3.4.2: Construct a chronological explanation of key people and events that were important in shaping the character of Washington, D.C., during the 18th, 19th, and 20th centuries.</p> <p>3.4.3: Understand the unique nature of Washington, D.C., as the nation’s capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents.</p>	<p>D1.2: Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>D1.3: Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>D4.5: Critique explanations.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>3.4: Emphasizing the most significant differences, students describe Washington, D.C., at the end of the 18th, 19th, and 20th centuries.</p> <p>3.4.1: Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing).</p> <p>3.4.4: Explain how Washington, D.C., was selected and named as our capital city.</p> <p>3.4.5: Identify and research outstanding statements of moral and civic principles made in Washington, D.C., as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo “Corky” Gonzales at the Poor People’s March).</p> <p>3.5: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p>

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<p><u>Unit 3</u> <u>Government, Democracy</u></p> <p>20 days 11/12-12/12</p> <p>Students develop an understanding of the structure and duties of the local D.C. government, realizing the importance of the organization and duties of government, and discussing ways in which citizens can take part. Because this unit overlaps with Election Day, the voting process and the importance of voting should be addressed. Students identify important current government leaders and compare national, state, and local government structures. Students identify the processes of conflict and cooperation among government leaders locally, regionally, and nationally and examine taxation without representation in the capital.</p> <p>Taught until the end of the 2nd IW (12/12).</p>	<p>3.2: Students understand the basic structure of the Washington, D.C. government</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D3.3: Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.4: Critique arguments.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>3.2.1: Describe its duties, organizational structures, and functions.</p> <p>3.2.2: Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights).</p> <p>3.2.3: Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings).</p> <p>3.2.4: Describe the distinctions between local, state, and national government.</p> <p>3.2.5: Identify the representative leaders in Washington, D.C., and neighboring states.</p>

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<p><u>Unit 4</u> <u>Economy</u></p> <p>18.5 days 12/15-1/23</p> <p>Students examine the structure of the local economy, explaining the importance of taxes, the role of money in society, and ways in which resources are used to produce goods and services. Students recognize ways in which governments influence the economy, and illustrate the economic relationship between governments and citizens. Students distinguish between different jobs and the roles they play in society.</p> <p>3rd IW 12/15-2/12 (32.5 days total)</p> <p>Final SS Unit to be taught in the first half of 3rd IW before moving on to Science Unit 1: “Forces, Why do Things Move?”</p>	<p>3.3.1: Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>3.3.2: Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property tax, sales, and income tax).</p>	<p>D1.1: Explain why compelling questions are important to others (e.g. peers, adults)</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.4: Use evidence to develop claims in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.8: Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>3.3: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p>3.3.3: Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community.</p> <p>3.3.4: Define what bartering is (e.g., trading baseball cards with each other) and how money makes it easier for people to get things they want.</p> <p>3.3.5: Identify ways in which Washington, D.C., meets the economic needs of its citizens (e.g., housing, jobs, health, transportation, and recreation).</p>