

3rd Integrated Language Arts and Social Studies Thematic Units

Theme1 Beg. of the Year	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Geography: Use of maps of Menasha	I want my students to understand that the geography is the different landforms and bodies of water which shape a community.	A.3.2 Locate on a map of Menasha physical features such as landforms, bodies of water, flora (cat tales, maple) fauna (eagles, robins) A.3.3 Construct a map of Menasha as a region within the state of Wisconsin and how it relates to the world, showing the location of the continents and oceans. A.3.5 Use various maps of Menasha to locate landmarks and navigate the city.	CESA Launch W.3.7 Conduct short research projects that build knowledge about a topic W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text	Use and locate Construct Describe and give details Technology use	Social Studies Interpret apply and transfer to new concepts Language Arts interpret and infer apply and transfer to new concepts create and communicate
Unit 2 Theme	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Geography: Compare and contrast Menasha and	I want my students to understand that different communities interact and respond to their community's	A.3.1 Use reference points, direction, scale to locate positions on various views of	Teacher Choice Research and note taking	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently	Use references on map Describe	Social Studies Infer cause and effect

surrounding communities	geography in similar and different ways such as cultural, economic, social, and civic implications on life.	Menasha, such as city street maps (scale), bus maps (bus stops), driving A.3.4 Describe and give examples of ways people interact with Menasha bodies of water including the use of land, location of menasha compared to neighboring communities, and how this affected the way people designed homes and business. A.3.6 Apply knowledge of predictable and unpredictable environmental changes of Menasha and to describe the social and economic effects of these changes. A.3.7 Compare and contrast the geography of Menasha to similar communities in the world. A.3.8 Explain the cause and effect of major geographical changes in Menasha caused by human beings. A.3.9 Demonstrate understanding of environmental conservation efforts in Menasha	compare and contrast Menasha to an area of their choice (Appleton, Milwaukee, even out of state) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.3.7 Conduct short research projects that build knowledge about a topic W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories W.3.10 Write routinely over extended time frames and shorter time frames for a	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text	research and note taking Give examples Apply knowledge Compare and contrast Cause and effect	Apply and transfer to new contexts Compare; recognize inconsistencies Language Arts compare Interpret and infer
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			range of discipline-specific tasks, purposes, and audiences Physical regions resources climate			
Unit Theme 3	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
History: Past & Present	I want my students to understand that things change and develop over time.	A.3.8 Explain the cause and effect of major geographical changes in Menasha caused by human beings. B.3.1 Identify and examine various sources of information that are used for contracting an understanding of Menasha's past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings architecture, oral presentations, graphs, and charts B.3.4 Compare and contrast how life in Menasha has changed over time by looking at social, economic, political and cultural roles played by individuals and groups.	Teacher Choice Write Cause and effect pieces of writing focus on informational text W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.3.7 Conduct short research projects that build knowledge about a topic W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort	RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence and cause/effect. 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 RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic	Cause and effect examine primary sources of information Sequential language	Social Studies Evaluate Interpret Infer cause and effect Language Arts Evaluate importance, role, contribution interpret and infer

			evidence into provided categories W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences			
Theme 4	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
History: Biographies	I want my students to understand that their historical roots and past events have shaped their lives.	B.3.4 Compare and contrast how life in Menasha has changed over time by looking at social, economic, political and cultural roles played by individuals and groups. B.3.3 Examine biographies of local ordinary and extraordinary people to explain their relationships to important historical events. B.3.7 Identify and describe important events and famous people in Menasha.	UOS1 Crafting True Stories In narratives, writers use dialogue, description of actions, thoughts and feelings to story tell the moment. Writers use their knowledge of the writing process to lift the quality of their writing. Writers write with great volume and stamina,.	Primary Focus (SS): RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers. RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence and cause/effect RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic of subject area RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently	identify elements of a genre compare and contrast examine elements of true stories (biographies) identify and describe use of descriptive language dialogue	Social Studies Recognize Bias Take different perspectives, empathize Language Arts Evaluate importance, role, contribution Consider ethics Take different perspectives,

				RI.3.6 Distinguish their own point of view from that of the author of a text RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic <u>2. Secondary Focus (UOS):</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text... RL.3.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms	
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				such as chapter, scene, and stanza; describe how each successive part builds on earlier sections RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text RFS.3.4 Read with sufficient accuracy and fluency to support comprehension		
Theme 5	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Political Science and Citizenship	I want my students to understand that responsible citizens understand how local governments function and interact.	C.3.2 Understand the impact of the Constitution C.3.4 Explain the basic purpose of Menasha government	UOS2 The Art of Information Writing Information writers are teachers, educating readers about a topic. Writers plan how their text will go, categorizing separate sections. Writers use all they know about a topic (details,	<u>Primary Focus (SS):</u> RI.3.2 Determine the main idea of a text, referring explicitly to the text as the basis for the answers RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text <u>2. Secondary Focus (UOS):</u> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers.	identify elements of a genre Understand Explain purpose Fact vs. opinion Research; evaluating the source Writing process	Social Studies Infer cause and effect Compare; recognize inconsistencies Language Arts Analyze author's craft

			facts, vocab) to write chapters about their subtopics. Information write can go into many forms (articles with subheadings vs. books with chapters) Bend 4 Write about menasha government and different departments.	RI.3.3 Describe the relationship between a series of historical events using language that pertains to time, sequence and cause/effect RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic of subject area RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently RI.3.6 Distinguish their own point of view from that of the author of a text RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text 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 RFS.3.4 Read with sufficient accuracy and fluence to support comprehension	
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Theme 6	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Behavioral Science- Individuals, Institutions and Society	I want my students to understand that in order to understand people in various times and places, we compare our ways of life and those of other groups of people in the past and present.	E.3.5 Identify and describe institutions such as school, church, police and family specific to the city of Menasha and describe their contributions to the well being of the community. E.3.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people events and culture E.3.13 Investigate and explain similarities and differences in ways that cities meet human needs.	UOS3 Changing the World: Persuasive Speeches, Petitions, and Editorials Writers compose persuasive speeches to state an opinion and give reasons for the opinion. Writers make their opinion more influential by writing to a target audience and supported enduring reasons Writers use a basic essay format for persuasive speech.	Kid president Purpose and details Primary Focus (SS): RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently Secondary Focus (UOS): RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text 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 RFS.3.4 Read with sufficient accuracy and fluence to support comprehension	identify elements of a genre Define persuasive writing Identify and describe give examples investigate and explain collaborative writing	Social Studies Evaluate Recognize Bias Take different perspectives; empathize Language Arts Take multiple perspectives Persuade and Argue Consider ethics
Theme 7	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Economics- Production, Distribution,	I want my students to understand that individuals,	D.3.2 Identify situation requiring an allocation of limited	UOS4: Once Upon a Time: Adapting	Primary Focus (SS):	identify understand	Social Studies

Exchange, Consumption	families, businesses and governments make economic choices on goods and services to provide and how to allocate resources.	economic resources and appraise the opportunity cost D.3.3 Understand how good and services impact the lives of people in Menasha D.3.4 Give examples to explain how businesses and industry depend upon workers with specialised skills to make production more efficient D.3.6 Identify the economic roles of Menasha's local businesses	and Writing Fairy Tales Writers explore the characteristics of fairy tales Writers develop characters by exploring characterization and character traits Writers use figurative language in writing	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic of subject area RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently <u>Secondary Focus (UOS):</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	give examples identify elements of a genre Synthesize information	Compare and contrast Language Arts Analyze author's craft Create and communicate
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				RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story RL.3.9 Compare and contrast the themes, settings and plots of stories. RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently RFS.3.4 Read with sufficient accuracy and fluency to support comprehension		
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