

Title – 3rd Grade Social Studies Student Learning Objective

Content Area – Social Studies

Grade Level – 3rd

Students – 26

Interval of Instruction – Year

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	Students will be able to analyze and explain the local and global impact of an environmental or social issue of their choosing.
	Rationale	The third grade Social Studies curriculum emphasizes students' roles and the roles of others in society. We push students to see themselves as members of a community, not just in their families, classrooms, and school but in their city, state, country, and the global community. The Independent Research Portfolio emphasizes 21 st century skills, as students are asked to research, synthesize, make connections, and articulate their ideas. Allowing them to focus on a topic of their choosing motivates students to read and write informational text, strengthening their literacy skills while deepening their understanding of issues that affect civil societies and their own efficacy as participants in that society.
	Aligned Standards	<p><i>This objective is aligned to the RI GSEs for Civics & Government and Historical Perspectives/R.I. History as well as the CCSS for Reading, Speaking & Listening, and Writing.</i></p> <p>C&G 4 (3-4) –3: Students participate in a civil society by...</p> <ul style="list-style-type: none">a. identifying problems, planning and implementing solutions, <u>and evaluating the outcomes</u> in the classroom, school, community, <u>state, nation, or world</u> (e.g., problem of global warming/solutions-recycling, energy conservation)b. explaining how individuals can take responsibility for their actions and how their actions impact the community <p>C&G 5 (3-4) –1: Students demonstrate an understanding of the many ways Earth's people are interconnected by...</p> <ul style="list-style-type: none">a. <u>explaining how current events around the world affect our lives</u> (e.g., trade, war, conflict-resolution, global warming) <p>C&G 5 (3-4) –2: Students demonstrate an understanding of the benefits and challenges of an interconnected world by...</p> <ul style="list-style-type: none">a. <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>) <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.3.5. 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</p>

		<p>in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. d) Provide a concluding statement or section.
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	<p>Baseline Data / Information</p>	<p>I reviewed students' end-of-year writing portfolios and final F&P scores from grade 2 and identified three groups:</p> <ul style="list-style-type: none"> • Students who are entering grade 3 with below-grade-level literacy skills (6 students); • Students who are entering grade 3 with grade-level literacy skills (16 students); and • Students who are entering grade 3 with above-grade-level literacy skills (4 students).
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
<p>Rigor of Target</p>	<p>Target(s)</p>	<p>All students will complete the Independent Research Portfolio (8 components)</p> <ol style="list-style-type: none"> 1) 20% of students (5) will meet the standard on 5/8 pieces of the portfolio. 2) 50% of students (13) will meet the standard on 6/8 pieces of the portfolio. 3) 30% of students (8) will meet the standard on 7+/8 pieces of the portfolio.
	<p>Rationale for Target(s)</p>	<p>Based on my experience with this project and similar groups of students in past years, it is reasonable to expect that all students will be able to complete the portfolio. However, I also know that the level of their work will be influenced by their reading and writing skills. Therefore, these targets are differentiated to reflect students' varying literacy skills upon entry to the grade 3.</p>

Quality of Evidence	Evidence Source(s)	<p>Students will complete the Independent Research Portfolio created by the 3rd, 4th, and 5th grade teachers. For the project, students will choose an environmental or social issue. Past topics have included animal rights, bullying, healthy eating, recycling, homelessness, pollution, and preserving the rainforest.</p> <p>Complete portfolios will include each of the following:</p> <ol style="list-style-type: none"> 1. 8-10 annotated sources (4-5 print and 4-5 non-print) 2. 1-page summary of the issue 3. 3 illustrations showing people, places, and things affected by this issue 4. Poem and/or illustration depicting how this issue affects the student/how student feels about the issue 5. Graphic organizer (web, t-chart) illustrating how this issue affects people similarly or differently in different communities around the country or world 6. Timeline depicting the history of this issue and major events relevant to this issue 7. 1-page letter to an elected official recommending action about the issue 8. Pamphlet or poster describing the student's recommendations for what their peers can do about this issue <p>Students will work on the portfolio in Social Studies and Writing blocks throughout the spring semester. Portfolios are due and will be presented during the first two weeks of June.</p> <p>Portfolios will be scored by the three third grade teachers using a collaboratively-developed rubric. The rubric has been reviewed and approved by the 4th and 5th grade teams, who use similar rubrics for the Independent Research Portfolios completed by the 4th and 5th grade students.</p>
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