



2009-10 Clint Independent School District  
Social Studies Instructional Planning Guide

GRADE/SUBJECT:  
3<sup>rd</sup> grade/Social Studies

1st Six Weeks - (29 days of instruction)  
August 24 – October 2

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>Rules</b> (3.18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p><b>Citizenship</b> (3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</p>	<p><b>Rules</b> (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p><b>Citizenship</b> (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good  (B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;  (C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and</p>	<p><b>Rules</b> Consensus Conflict Compromise Mediator Choice Implement</p> <p><b>Citizenship</b> Justice, truth, equality, common good, citizenship,  timeline  biography  autobiography</p>	<p><b>Rules</b></p> <p><b>Citizenship</b></p>	<p><b>Rules</b></p> <p><b>Citizenship</b></p>	<p><b>Rules</b> (Rituals &amp; Routines)</p> <p><b>Citizenship</b> (tie into reading genres)  Literature circles  Personal Timelines  Character Development through a timeline  Triangle poetry with grammar</p>	<p><b>Rules</b> United Streaming <a href="#">Community Rules and Laws</a> (15:00)  TE p.30-31</p> <p><b>Citizenship</b> United Streaming <a href="#">Citizenship in the Community</a> (17:00)  J. Addams p. 68-71  H. Keller p. 119  H. Tubman p. 118</p>

<p><b><u>Communités</u></b>  (3.11) Citizenship.  The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p>	<p><b><u>Communités</u></b>  (A) give examples of community changes that result from individual or group decisions;  (B) identify examples of actions individuals and groups can take to improve the community; and</p>	<p><b><u>Communités</u></b>  Classroom rules, conflict, group decision, individual decision, community</p>	<p><b><u>Communités</u></b></p>	<p><b><u>Communités</u></b></p>	<p><b><u>Communités</u></b>  (Classroom Communités)</p>	<p><b><u>Communités</u></b>  United Streaming  <a href="#">Citizenship in the Community</a>  (17:00)</p>
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2009-109 Clint Independent School District  
Instructional Planning Guide

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1st Six Weeks - (29 days of instruction)

August 4 – October 2

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>History</b> (3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>(3.3) History. The student understands the concepts of time and chronology. The student is expected to:</p>	<p><b>History</b> (A) describe how individuals, events, and ideas have changed communities over time</p> <p>A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times; C) describe historical times in terms of years, decades, and centuries.</p>	<p><b>History</b> Constitution, decades, centuries, past, present, Bill of Rights, federal, rights, Congress, representative, vote</p>	<p><b>History</b></p>	<p><b>History</b></p>	<p><b>History</b> Constitution (9/17Constitution Day)</p> <p>Cause and effect of the writing of the constitution</p> <p>Setting of the writing of the constitution</p> <p>Timeline of US history and historical figures</p>	<p><b>History</b> <b>Harcourt Horizons</b> pp. 102-103 and 110-111. <b>We the Kids: A Preamble to The Constitution of The United States</b> by <a href="#">David Catrow</a>, <b>If You Were There When They Signed the Constitution</b> by <a href="#">Elizabeth Levy</a>, <a href="#">Benjamin Franklin</a> McGraw Hill p. Harcourt Horizon p. 338-343 <a href="http://www.harcourtschool.com/biographies">www.harcourtschool.com/biographies</a> <b>John, Paul, George, and Ben</b> by Lane Smith</p> <p>Horizons Chapter 3 p. 72-89</p> <p>Newspapers</p> <p>Local news</p> <p>Internet</p> <p>Horizons p. 93 &amp; 95</p>

<p>(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to:</p>	<p>A) describe the basic structure of government in the local community; (B) identify services commonly provided by local governments; (C) identify local government officials and explain how they are chosen;</p>	<p>Mayor Sheriff Commissioners County judge Police chief School board members Firemen</p> <p>roles</p>			<p>Current events</p> <p>Field trip to local fire station</p>	<p>Harcourt p. 132-33</p> <p>Harcourt p. 116-121</p>
<p>(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good; (C) identify and explain the importance of acts of civic responsibility, including obeying laws</p>					

<p>(3.11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p>	<p>and voting; and</p> <p>(A) give examples of community changes that result from individual or group decisions; (B) identify examples of actions individuals and groups can take to improve the community</p>					
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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b><u>Geography</u></b></p> <p>(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p><b><u>Culture</u></b></p> <p>(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:</p> <p><b><u>History</u></b></p> <p>(3.2) History. The student understands common</p>	<p><b><u>Geography</u></b></p> <p>(B) use a scale to determine the distance between places on maps and globes; (C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and (D) draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.</p> <p><b><u>Culture</u></b></p> <p>(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and (B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations</p> <p><b><u>History</u></b></p> <p>(A) identify reasons people have formed communities, including a need for security, law, and material well-being</p>	<p><b><u>Geography</u></b></p> <p>Location, distance, direction, map, globe, scale, compass rose, cardinal and intermediate directions, symbols, math key, title, legend, border, continent, equator, nation, hemisphere</p> <p><b><u>Culture</u></b></p> <p>Holiday, celebration, labor, Mexico, independence, freedom</p> <p><b><u>History</u></b></p> <p>Citizen, community, businesses, goods, needs,</p>	<p><b><u>Geography</u></b></p> <p>Activity Book pp.9-10</p> <p><b><u>Culture</u></b></p> <p>Venn Diagram Between Holidays</p> <p><b><u>History</u></b></p> <p>Write Classroom Rules and Consequences</p>	<p><b><u>Geography</u></b></p> <p><b><u>Culture</u></b></p> <p><b><u>History</u></b></p>	<p><b><u>Geography</u></b></p> <p>Map Skills</p> <p><b><u>Culture</u></b></p> <p>16<sup>th</sup> of September, Labor Day</p> <p><b><u>History</u></b></p> <p>Classroom Communities and Rules</p>	<p><b><u>Geography</u></b></p> <p>Harcourt Horizons pp. 36-43 Horizons pp. 152-153 A2-A13 pp. 174-179</p> <p><b><u>Culture</u></b></p> <p>United Streaming <a href="#">Diversity Elementary: Culture and Ethnicity</a> (15:02)</p> <p><b><u>History</u></b></p> <p>Harcourt Horizon Pg. 10-33</p>

<p>characteristics of communities, past and present. The student is expected to:</p> <p><u>Social Studies Skills</u></p> <p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>Integrated into lessons in all subject areas including SS, Sci, Math, and Language Arts</p> <p>(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;</p> <p>(B) sequence and categorize information;</p> <p>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;</p> <p>(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;</p> <p>(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and</p> <p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>natural resources, service, depend, custom, culture, ethnic group, holiday, responsibility, peace, problem, solution</p>				
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<p>(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:</p> <p>(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences;  (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and  (C) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages</p>					
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**2nd Six Weeks - (24 days of instruction)**  
Oct 5 – Nov 6

<b>Standards</b>	<b>Processes/ Skills/ Concepts</b>	<b>Vocabulary</b>	<b>Performance Indicator</b>	<b>ESL Strategies</b>	<b>Lesson</b>	<b>Resources/ Materials</b>
<p><b><u>History</u></b> (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to</p>	<p><b><u>History</u></b> C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new</p>	<p><b><u>History</u></b> Explorer, root, claim, voyage, settlement, Europe, Spain, timeline, creation of new community</p>	<p><b><u>History</u></b></p>	<p><b><u>History</u></b> (Christopher Columbus)</p>	<p><b><u>History</u></b></p>	<p><b><u>History</u></b> Harcourt Horizons pp. 332-337 367 48-53 54-55 350-351 <b>Encounter</b> by Jane Yolen  <b>A Picture book of Christopher Columbus. Pedro's Journal Follow the Dream: The Story of Christopher Columbus by Peter Sis</b> <b><u>Culture/ Celebrations</u></b></p>
<p><b><u>Culture/ Celebrations</u></b>  (2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p>	<p><b><u>Culture/ Celebrations</u></b>  A) identify reasons people have formed communities, including a need for security, law, and material well-being;</p>	<p><b><u>Culture/ Celebrations</u></b>  Colony, settler, timeline, native American, colonial time, barter/trade, scarcity (goods, food, and shelter)</p>	<p><b><u>Culture/ Celebrations</u></b>  Harcourt Horizons Activity book pp. 67-68</p>	<p><b><u>Culture/ Celebrations</u></b></p>	<p><b><u>Culture/ Celebrations</u></b>  (Thanksgiving)</p>	<p><b><u>Culture/ Celebrations</u></b>  Harcourt Horizons pp. 306-313,  If you sailed on the Mayflower./ If you lived in Colonial Times by Ann McGovern Squanto and the</p>

<p>3) History. The student understands the concepts of time and chronology. The student is expected to:</p>	<p>(B) create and interpret timelines</p>				<p>(Chronology/ Timeline)</p>	<p>First Thanksgiving by Joyce K. Kessel</p> <p>Thank you Sara by Laurie H. Anderson</p> <p>Time for Kids- Exploring Non-fiction "Proud to be a Mohawk"</p> <p>Harcourt Horizons pp. 306-313,</p>
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<p><b><u>Geography</u></b> (3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to</p>	<p><b><u>Geography</u></b> D) identify and compare the human characteristics of selected regions</p>	<p><b><u>Geography</u></b> colonies settlers timeline landforms physical features climate adaptations</p>	<p><b><u>Geography</u></b></p>	<p><b><u>Geography</u></b></p>	<p><b><u>Geography</u></b> ("Where people choose to live")</p>	<p><b><u>Geography</u></b> United Streaming <a href="#">Pilgrims of Plimoth, The</a> (25:24)</p> <p>Harcourt Horizons pp. Adaptations pp. 160-165</p> <p>Landforms pp.146-159 Harcourt Skills Workbook Ch.5 pp.32-35</p>
<p><b><u>Economics</u></b> (3.7) Economics. The student understands the concept of an economic system. The student is expected to:</p>	<p><b><u>Economics</u></b> A) define and identify examples of scarcity; (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; (C) explain the impact of scarcity on interdependence within and among communities</p>	<p><b><u>Economics</u></b> scarcity interdependence consumer demand supply free enterprise import export</p>	<p><b><u>Economics</u></b></p>	<p><b><u>Economics</u></b></p>	<p><b><u>Economics</u></b> (Trade and Scarcity)</p>	<p><b><u>Economics</u></b> United Streaming <a href="#">Pilgrims of Plimoth, The</a> (25:24) Harcourt Horizons pp. 402-411 Workbook pp. 84-88</p>

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<p><b>Communities</b> (3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>(3.18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p><b>Communities</b> (B) compare how people in different communities adapt to or modify the physical environment</p> <p>A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p><b>Communities</b> environment adapt fuel harbor canal port</p> <p>problem solution</p>	<p><b>Communities</b></p>	<p><b>Communities</b></p>	<p><b>Communities</b> (Adaptations)</p> <p>(Problem Solving)</p>	<p><b>Communities</b> <b>(Adaptations)</b></p> <p>United Streaming <a href="#">Pilgrims of Plimoth, The</a> (25:24)</p> <p>Harcourt Horizon pp. 160-165 Workbook p. 36</p> <p>United Streaming <a href="#">Pilgrims of Plimoth, The</a> (25:24) Harcourt Horizon p. 30 p.82-83</p>

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<p><b>Government</b> (3.18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to</p>	<p><b>Government</b> A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision.</p>	<p><b>Government</b> Government, community, public, public service, common good, volunteer, elect, appoint, authority, court, jury, public/private property, vote, government service, recreation, public works, tax: property and sales</p> <p>Branches of government, legislative , executive, and judicial, county, county seat, parish, governor, capital, capitol</p>	<p><b>Government</b></p>	<p><b>Government</b></p>	<p><b>Government</b> (Voting)</p>	<p><b>Government</b> Bensguide.gpo.gov</p> <p>Harcourt Horizon pp. 74-95 Workbook p. 16 pp. 19-20</p> <p><a href="http://www.georgetownisd.org">www.georgetownisd.org</a> &gt;academics &gt;Curr &amp; instr &gt;Social Studies &gt;3<sup>rd</sup> grade</p>

<p>(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting;</p>	<p>Hero, veteran, army, navy, air force, marines, coast guard, memorial, war</p>			<p>Veteran's Day</p>	<p>Harcourt Horizons TE p.H2, Harcourt Horizons pp 364-365 Virtual tour on Harcourt.com</p>
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<p>9) Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p><b><u>Citizenship</u></b> 10)Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p> <p><b><u>(16) Social studies skills.</u></b> The student applies critical-</p>	<p>(D) explain how local government services are financed; and (E) explain the importance of the consent of the governed to the functions of local government.</p> <p><b><u>Citizenship</u></b> (D) identify ordinary people who exemplify good citizenship</p>	<p>property tax sales tax council tax</p> <p><b><u>Citizenship</u></b> Veteran, war, hero, navy, army, air force, marines, coast guard, memorial, honor,</p>	<b><u>Citizenship</u></b>	<b><u>Citizenship</u></b>	<p><b><u>Citizenship</u></b> (Veteran’s Day, Nov. 12<sup>th</sup>)  Campus Activities</p>	<p>Harcourt Horizons pp. 88-89  Workbook p. 19</p> <p><b><u>Citizenship</u></b> Harcourt Horizons TE p. H2 Veteran’s Day by Arlene Worsley  Pepper’s Purple Heart by Heather F. Henry A Suggested Guest Speaker: A veteran</p>

<p>thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;          (B) sequence and categorize information;          (C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;          (D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;          (E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps;          and          (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>					
<p>(17) <b><u>Social studies skills.</u></b>          The student communicates effectively in written, oral, and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences;          (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and          (C) use standard grammar, spelling, sentence structure, and punctuation.</p> <p>(A) use a problem-solving process to identify a problem, gather</p>					

<p>(18) <b><u>Social studies skills.</u></b>  The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>information, list and consider options, consider advantages disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and  (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>					
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Nov 9 – Dec 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(7) Economics. The student understands the concept of an economic system</b></p>	<p><b>(A) define and identify examples of scarcity;</b>  <b>(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;</b>  <b>(C) explain the impact of scarcity on interdependence within and among communities; and</b>  <b>(D) explain the concept of a free market.</b></p>	<p>competition                      consumer demand                      supply                      scarcity</p>	<p>projects                      teacher observations                      oral discussion and Q&amp;A                      lesson assessments                      unit tests                      graphic organizers                      thinking maps                      teacher created rubrics                      performances                      presentations</p>	<p>write content objectives                      write language objectives                      use supplemental materials                      link past and present                      hands-on activities                      group work                      opportunities to discuss lessons                      student engagement in class (90-100%)                      review vocabulary, concepts                      nonlinguistic representations                      frequent student feedback</p>	<p>Scarcity                      Compare/Contrast                      Past and Present</p>	<p><u>Harcourt:</u>  <u>Horizons</u>                      Chapter 11                      Lesson 3,4, and 5                      pp. 394-411                       Workbook                      pp. 83-88</p>

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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system.</b></p>	<p><b>(A) give examples of how a simple business operates; (D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.</b></p>	<p>competition consumer demand supply scarcity</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Simple Business Henry Ford</p>	<p><u>Harcourt:</u> <u>Horizons</u> Chapter 11 Lesson 1 pp. 378-383</p>

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<p><b>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system.</b></p>	<p><b>(B) explain how supply and demand affect the price of a good or service; (C) explain how the cost of production and selling price affect profits</b></p>	<p>competition consumer demand supply scarcity</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Supply and Demand Profit</p>	<p><u>Harcourt:</u> <u>Horizons</u> Chapter 11 pp. 378-415</p>

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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(12) Culture.</b> The student understands ethnic and/or cultural celebrations of the United States and other nations.</p>	<p><b>(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa</b></p>	<p>Kwanzaa custom culture ethnic group holiday heritage</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons teacher engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Kwanzaa</p>	<p><u>Harcourt:</u> <u>Horizons</u> Chapter 8 Lesson 4 and 5</p>
<p><b><u>Geography</u></b> <b>(3) Geography.</b> The student understands how humans adapt to variations in the physical environment.</p>	<p><b><u>Geography</u></b> <b>D) identify and compare the human characteristics of selected regions</b></p>	<p><b><u>Geography</u></b>  colonies settlers timeline landforms physical features climate adaptations</p>			<p><b><u>Geography</u></b> ("Where people choose to live")</p>	<p><b><u>Geography</u></b> United Streaming <a href="#">Pilgrims of Plimoth, The</a> (25:24)</p> <p>Harcourt Horizons pp. Adaptations pp. 160-165</p> <p>Landforms pp.146-159 Harcourt Skills Workbook Ch.5 pp.32-35</p>

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Instructional Planning Guide**

**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**3rd Six Weeks - (25 days of instruction)  
Nov 9-Dec 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(3) History. The student understands the concepts of time and chronology.</b></p>	<p><b>(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times; (C) describe historical times in terms of years, decades, and centuries.</b></p>	<p>timeline ancient modern present past future century decade millennium Mesopotamia Egypt China Greece Rome Mali pyramid invention pharaoh republic empire</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Timelines Ancient Civilization</p>	<p><u>Harcourt Horizons</u> pp. 312-335</p>

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**3rd Six Weeks - (25 days of instruction)  
Nov 9-Dec 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<b>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.</b>	<b>(A) describe how individuals, events, and ideas have changed communities over time; (B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities</b>	hero civil rights	projects teacher observations oral discussion and Q&A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations	write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback	Martin Luther King, Jr.  Rosa Parks  Cesar Chavez  Frederick Douglas  Harriet Tubman	Harcourt: Horizons Chapter 4 pg. 120

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**4<sup>th</sup> Six Weeks - (33 days of instruction)  
Jan 5 – Feb 19**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.</b></p>	<p><b>(A) describe how individuals, events, and ideas have changed communities over time;</b> <b>(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities</b></p>	<p>hero civil rights slave communicate underground railroad justice</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Culture/Black History Month</p> <p>Harriet Tubman Frederick Douglas Rosa Parks</p>	<p>Harcourt: <u>Horizons</u> Chapter 4 Lesson 3</p> <div data-bbox="1507 618 1990 1084" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #e0f7fa; width: fit-content; margin: 10px auto;"> <p>For historical figures go to: <a href="http://www.harcourtschools.com/bio_graphies">www.harcourtschools.com/bio_graphies</a></p> </div>

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Instructional Planning Guide**

**GRADE/SUBJECT:**  
**3<sup>rd</sup> grade / Social Studies**

**4<sup>th</sup> Six Weeks - (29 days of instruction)  
Jan 20 – Feb 27**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</b></p>	<p><b>(B) sequence and categorize information;</b>  <b>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;</b>  <b>(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information</b>  <b>(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps</b></p>	<p>sequence of events</p> <p>category</p> <p>main idea</p> <p>cause/effect</p> <p>chart/graph</p>	<p>projects</p> <p>teacher observations</p> <p>oral discussion and Q&amp;A lesson</p> <p>assessments</p> <p>unit tests</p> <p>graphic organizers</p> <p>thinking maps</p> <p>teacher created rubrics</p> <p>performances</p> <p>presentations</p>	<p>write content objectives</p> <p>write language objectives</p> <p>use supplemental materials</p> <p>link past and present</p> <p>hands-on activities</p> <p>group work</p> <p>opportunities to discuss lessons</p> <p>student engagement in class (90-100%)</p> <p>review vocabulary, concepts</p> <p>nonlinguistic representations</p> <p>frequent student feedback</p>	<p>Sequencing, categorizing, main idea, cause/effect, graphs/charts, tables, table of contents/index/glossary</p>	<p><u>Harcourt:</u> <u>Horizons</u> pg. 291</p> <p>pg. 73</p> <p>pg. 11</p> <p>pg. 325</p> <p>pp. 20-21, 54-55, 59, 108-109, 131, 186-187, 236-237, 239, 422-423, 428-429</p>

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Instructional Planning Guide**

**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**4<sup>th</sup> Six Weeks - (29 days of instruction)**  
**Jan 20 – Feb 27**

<b>Standards</b>	<b>Processes/ Skills/ Concepts</b>	<b>Vocabulary</b>	<b>Performance Indicator</b>	<b>ESL Strategies</b>	<b>Lesson</b>	<b>Resources/ Materials</b>
<b>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.</b>	<b>(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and  (C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.</b>	District of Columbia  expansion landmark civil war amendment	projects teacher observations oral discussion and Q&A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations	write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback	Westward Expansion (Lewis and Clark, Pierre-Charles L'Efant)	Harcourt: Horizons Chapter 10 Lesson 4-5  Time for Kids Reader (Harcourt Horizons supplement)

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Instructional Planning Guide**

**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**4<sup>th</sup> Six Weeks - (29 days of instruction)  
Jan 20 – Feb 27**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.</b></p>	<p><b>(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and</b></p>	<p>District of Columbia</p>	<p>projects teacher observations oral discussion and Q&amp;A lesson assessments unit tests graphic organizers thinking maps teacher created rubrics performances presentations</p>	<p>write content objectives write language objectives use supplemental materials link past and present hands-on activities group work opportunities to discuss lessons student engagement in class (90-100%) review vocabulary, concepts nonlinguistic representations frequent student feedback</p>	<p>Westward Expansion (Lewis and Clark, Pierre-Charles L'Efant)</p>	<p>Harcourt: Horizons Chapter 10 Lesson 4 pp.344-349</p> <p>Time for Kids Reader (Harcourt Horizons supplement)</p>
	<p><b>(C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.</b></p>	<p>expansion landmark civil war amendment</p>				<p>Chapter 10 Lesson 5 pp. 350-357</p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> for Lewis and Clark</p>

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**5<sup>th</sup> Six Weeks - (33 days of instruction)  
Feb 22 – April 16**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(4) Geography.</b> The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p><b>(A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;</b></p> <p><b>(C) describe the effects of physical and human processes in shaping the landscape</b></p> <p><b>(D) identify and compare the human characteristics of selected regions.</b></p>	<p><b>Natural Hazards</b> natural hazard landform climate natural resources tornados earthquakes hurricanes</p>	Projects	Link past and present	<b>Natural Hazards</b>	<p><b>Exploring Nonfiction</b> p. 30,42,44 (<b>Time for Kids</b>)</p> <p><b>Harcourt Horizons</b> p. 188-191 p. 146-151 p. 3, 17, 161, 382 p. 152-153</p>
			Teacher Observation	Group work		
<p><b>(5) Geography.</b> The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p>	<p><b>(A) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes</b></p> <p><b>C) identify and use the compass rose, grid, and symbols to locate places on maps and globes</b></p>	<p><b>Geography</b> geography compass rose latitude longitude grid</p>	Thinking Maps	Opportunities to act out a situation	<p><b>Amazon River</b></p> <p><b>Himalayan Mt.</b></p> <p><b>Washingt on D.C.</b></p>	<p><b>Harcourt Horizons</b> p. 37 p. 156, 166-167 p. 344- 349 p. 364- 365</p>
			Teacher Created Rubrics	Use of five senses		
			Performances	Hands- on experiences		

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**5<sup>th</sup> Six Weeks - (30 days of instruction)  
March 2 – April 17**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to</b></p>	<p><b>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</b></p>	<p><b>Citizenship</b> common good nonprofit donate historic site</p>			<p><b>Citizenship</b>  Leaders in community  People who share</p>	<p><b>Harcourt Horizons</b> p. 75 p. 436- 441</p>
<p>(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to</p>	<p><b>(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa</b></p>	<p><b>Celebrations</b> festival custom tradition celebration</p>			<p><b>Celebrations</b>  <b>St. Patrick's Day</b></p>	<p><b>Harcourt Horizons</b> p. 268</p>

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**5<sup>th</sup> Six Weeks - (30 days of instruction)  
March 2 – April 17**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(13) Culture.</b> The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p><b>A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;</b></p> <p><b>(B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan</b></p> <p>(Graphs/Charts, Tables 3.16 EF)</p>	<p><b>Culture</b> literature myth tall tale character trait legends fact and fiction graphs charts table</p>			<p><b>Culture</b></p> <p>Paul Bunyan Daniel Boone Davy Crockett Tall Tales</p>	<p><b>Paul Bunyan</b> by Esther Shepard</p> <p><b>Harcourt Horizons</b> p. 216- 217 p. 218- 219</p> <p><b>Big Men, Big Country: A Collection of American Tall Tales</b> by Paul R. Walker</p>
					<p><b>Author Study</b></p> <p>(Ex. Allen Say, Patricia Polacco, Joe Hayes)</p> <p><b>*Note Reading Scope and Sequence 5<sup>th</sup> 6 weeks</b></p>	<p><b>Chicken Sunday</b> by Patricia Polacco</p> <p><b>patriciapolacco.com</b></p> <p><b>Harcourt Horizons</b> Ch. 8 p. 242- 273 <b>Activity Book</b> pg. 54-63 <b>TAKS Prep</b> p. 32- 36</p>
<p><b>(14) Culture.</b> The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p><b>A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and</b></p> <p><b>(B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.</b></p>	<p><b>Author Study</b> culture writer artist story heritage statues painting immigrant opportunity traditional language manufacture music point of view</p>				

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**GRADE/SUBJECT:**  
3<sup>rd</sup> grade / Social Studies

**6<sup>th</sup> Six Weeks - (34 days of instruction)  
April 19 – June 4**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(11) Citizenship.</b> The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p><b>(10) Citizenship.</b> The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p><b>(A) give examples of community changes that result from individual or group decisions;</b></p> <p><b>(B) identify examples of actions individuals and groups can take to improve the community</b></p> <p><b>(D) identify ordinary people who exemplify good citizenship.</b></p>	<p><b>Earth Day</b></p> <p>recycle conservation renewable nonrenewable bio-degradable landfill</p> <p><b>Career Day</b></p> <p>citizenship career <b>professions</b></p>	<p>Projects</p> <p>Teacher Observation</p> <p>Oral Discussion and Q&amp;A</p> <p>Lesson Assessments</p> <p>Unit Tests</p> <p>Graphic Organizers</p> <p>Thinking Maps</p> <p>Teacher Created Rubrics</p> <p>Performances</p>	<p>Link past and present</p> <p>Group work</p> <p>Opportunities to discuss lesson</p> <p>Review vocabulary and concepts</p> <p>Frequent feedback</p> <p>Visual representation</p> <p>Opportunities to act out a situation</p> <p>Use of five senses</p> <p>Hands on experiences</p>	<p><b>Earth Day</b></p> <p><b>Career Day</b></p> <p><b>Memorial Day</b></p> <p><b>Take son/ daughter to work</b></p>	<p><b>Exploring Nonfiction</b> p. 32</p> <p><b>Campus Activity</b></p> <p><b>Harcourt Horizons</b> p. H10</p> <p><b>Campus Activity</b></p> <p><b>Counselor</b></p>

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**GRADE/SUBJECT:** 3<sup>rd</sup> grade / Social Studies **6<sup>th</sup> Six Weeks - (29 days of instruction)**  
**April 20 – May 29**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><b>(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:</b></p> <p><b>(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</b></p>	<p><b>(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and</b></p> <p><b>(C) retell the heroic deeds of characters of Greek and Roman myths; and</b></p>	<p><b>Culture</b></p> <p>culture French Puebla, Mexico battle Mexican Independence Colony</p>	<p>Cause &amp; Effect</p> <p>KWL Chart</p> <p>Written Assignment</p> <p>Cinco de Mayo Play</p>		<p><b>Cinco de mayo</b></p>	<p><b>Harcourt Horizons</b> p. 269</p> <p><b><u>Independence &amp; Cinco de mayo</u></b> by Dianne McMillan</p> <p><a href="http://www.videostreaming.com">www.videostreaming.com</a> Cinco de Mayo</p>
		<p>Myths Literature myth Zeus Hera Poseidon Athena Demeter</p>	<p>Reports</p> <p>Plays</p> <p>Oral Presentations</p> <p>Shadow Boxes</p> <p>Venn Diagram</p>		<p><b>Greek and Roman Myths</b></p>	<p><b>Harcourt Horizons</b> p. 210-211</p>

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**6<sup>th</sup> Six Weeks - (29 days of instruction)**  
**April 20 – May 29**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p> <p><b>16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p>	<p>(D) identify how selected fictional characters such as Robinson Crusoe created new communities.</p> <p><b>A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;</b></p> <p><b>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;</b></p> <p>(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information</p>	<p><b>Robinson Crusoe</b> fiction</p> <p><b>Research/ Oral Presentation</b></p> <p>table of contents glossary index</p>			<p><b>Robinson Crusoe</b></p> <p><b>Social Studies Skills</b></p>	<p><b>Read Aloud</b></p> <p><b>Harcourt Horizons</b> pp. 140-143</p> <p><b>Exploring Nonfiction Time for Kids</b></p>

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**6<sup>th</sup> Six Weeks - (29 days of instruction)**  
**April 20 – May 29**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(15) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to</p>	<p><b>A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; and</b></p> <p><b>(B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world</b></p>	<p><b>Scientists and Inventors</b></p> <p><b>scientist</b></p> <p><b>inventor</b></p> <p><b>technology</b></p> <p><b>vaccine</b></p> <p><b>disease</b></p> <p><b>advertisement</b></p>	<p>Reports</p> <p>Oral Presentations</p> <p>Foldable</p>	<p>Go to <a href="http://www.harcourtschools.com/biographies">www.harcourtschools.com/biographies</a></p>	<p><b>Louis Daguerre</b></p> <p><b>Cyrus McCormick</b></p> <p><b>Louis Pasteur</b></p> <p><b>Jonas Salk</b></p>	<p><b>Harcourt Horizons</b> p. 386- 391 p. 223 p. 297</p> <p><b>Activity Book</b> p. 84</p> <p><b>Time for Kids Readers: Inventors and their Inventions</b></p> <p><b>Books:</b> <b><u>The Story of Jonas Salk</u></b> by Jim Hargrove</p> <p><b>Louis Pasteur: Young Scientist</b> by Martin Sandler</p>