

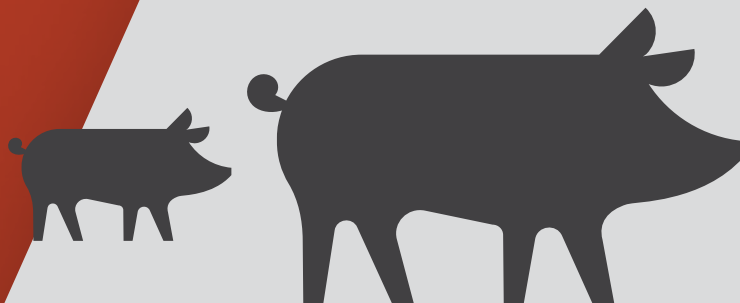
ASHEVILLE URBAN TRAIL

# Scavenger Hunt!

TEACHER'S  
STANDARDS  
GUIDE



Asheville  
DOWNTOWN  
TRAILS



# Standards Alignment for 3rd & 4th Grades

## 3rd grade Essential Standards

### 3.H.1 (History)

Understand how events, individuals and ideas have influenced the history of local and regional communities.

### 3.H.2 (History)

Use historical thinking skills to understand the context of events, people, and places.

### 3.G.1.2 (Geography and Environmental Literacy)

Compare the human and physical characteristics of places.

### 3.G.1.3 (Geography and Environmental Literacy)

Exemplify how people adapt to, change, and protect the environment to meet their needs.

### 3.G.1.4 (Geography and Environmental Literacy)

Explain how the movement of goods, people, and ideas impact the community.

### 3.E.1.2 (Economics and Financial Literacy)

how locations of regions and natural resources influence economic development.

### 3.E.2 (Economics and Financial Literacy)

Understand entrepreneurship in a market economy.

### 3.C&G.1.1 (Civics and Government)

Summarize the historical development of local governments.

### 3.C&G.2 (Civics and Government)

Understand how citizens participate in their communities.

### 3.C.1 (Culture)

Understand how diverse cultures are visible in local and regional communities.

## 3rd grade Common Core

### RI.3.1 (Reading - Informational Text)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### RI.3.4 (Reading - Informational Text)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (i.e. Asheville history)

### RI.3.7 (Reading - Informational Text)

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).

### RI.3.10 (Reading - Informational Text)

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.

### RF.3.4 (Reading - Foundational Skills)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade level-text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### W.3.7 (Writing)

Conduct short research projects that build knowledge about a topic.

### W.3.8 (Writing)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### 3.NBT.2. (Math: Number and Operations in Base Ten)

Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Specific to Stations # 12, 17, and 18)

## 4th grade Essential Standards

### 4.H.1.1 (History)

Summarize the change in cultures, everyday life, and status of indigenous American Indian groups in North Carolina before and after European exploration.

### 4.H.1.3 (History)

Explain how people, events, and developments brought about changes to communities in various regions of North Carolina.

### 4.H.2.1 (History)

Explain why important buildings, statues, monuments, and place names are associated with the state's history.

### 4.G.1 (Geography and Environmental Literacy)

Understand how human, environmental, and technological factors affect the growth and development of North Carolina.

### 4.E.1.3 (Economics and Financial Literacy)

Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.

### 4.E.1.4 (Economics and Financial Literacy)

Explain the impact of entrepreneurship on the economy of North Carolina.

### 4.C.1 (Culture)

Understand the impact of various cultural groups on North Carolina.



## 4th grade Common Core

### RI.4.1 (Reading - Informational Text)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [Especially Station #21: On the Move]

### RI.4.3 (Reading - Informational Text)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### RI.4.4 (Reading - Informational Text)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (i.e. NC history)

### RI.4.7 (Reading - Informational Text)

Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, and timelines) and explain how the information contributes to an understanding of the text in which it appears.

### RI.4.10 (Reading - Informational Text)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### RF.4.4 (Reading - Foundational Skills)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### W.4.7 (Writing)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

### 4.NBT.3 (Math: Number and Operations in Base Ten)

Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Specific to Stations # 12, 17, and 18)