

3rd Grade

2011-2012
CURRICULUM MAP

Social Studies Curriculum Map

Volusia County Schools



3rd Grade

Revised July 2011

H = History Opens Windows Book Series

UNDERSTANDING THE CURRICULUM MAPS

If you look at the document entitled, “*Social Studies Curriculum Mapping – Teaching With a Purpose in Mind*,” you will see a chart that shows the basic framework for our curriculum maps. Everything begins with the purpose, the Organizing Principle. The OP is like a thesis statement in an essay. It provides the direction for an essay and lets the reader know what the writer is trying to prove. Similarly, an OP provides direction for a unit of study in a classroom. It lets the student know what you as a teacher are trying to prove. All the concepts, essential questions, skills and vocabulary that you teach should come back to the **Organizing Principle** in some way. By the end of the unit of instruction, a student should be able to look at the **Organizing Principle** and prove it to you.

The words Essential Questions are used in the maps because these are items essential to the coverage area, the things students should absolutely know. The same holds true for the concepts and terms.

On the back page of the map for each unit, you will find examples of teaching resources and assessment. These are only examples of some of the items you can use to teach the unit. The activities listed are examples of activities that should go on in classrooms regularly and they correspond to the types of reading, writing, and thinking that will prepare students for FCAT and other assessments.

One thing to keep in mind is how important Social Studies knowledge is to overall literacy development. In order for students to become successful in academic courses and in reading comprehension at the secondary level, they need to have knowledge of “words and the world.” Once students learn to decode effectively, the main factor in comprehending text is the ability to tap into broad academic knowledge in subjects such as Social Studies (civics, geography, history, economics) and Science. It is imperative to teach Social Studies daily and in a systematic manner (read the article on the Social Studies web site called The Missing Link in Reading Comprehension).

The maps are designed around the **Organizing Principles** and teachers are encouraged to use a variety of resources to teach the content and skills. The textbook should be merely one of the resources.

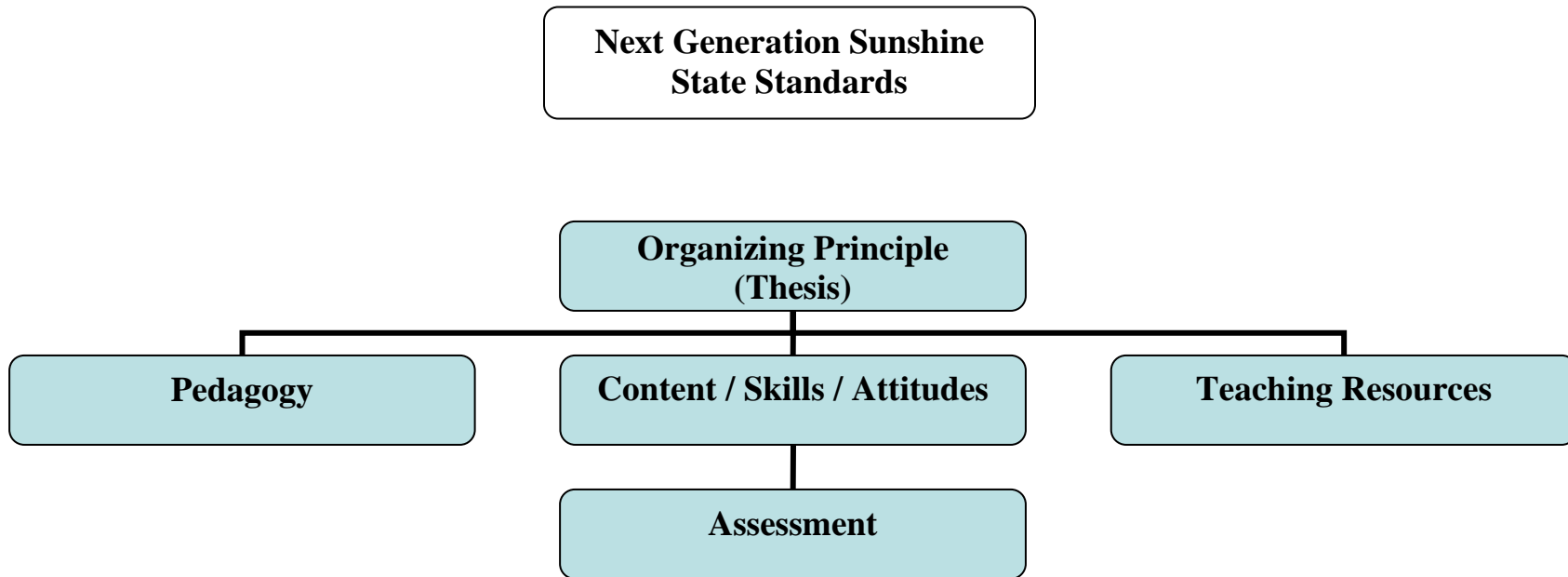
The mapping teams have done a great job on the maps but something important to know is the curriculum maps are not static documents, they are dynamic and open to revision. If you have questions or suggestions about specific teaching units please use the reflection pages to note ideas.

Jason Caros
Social Studies Curriculum Specialist

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Social studies curriculum mapping
-TEACHING WITH A PURPOSE IN MIND-



Organizing Principles – 3rd Grade

- 1:** Maps and globes are important tools in geography.
- 2:** Our government includes local, state, and national government.
- 3:** Economics is an important part of daily life.
- 5:** Some of the first communities developed long ago in Mesopotamia.
- 6:** The Ancient Egyptians built a great river civilization in Africa.
- 7:** Ancient India and China had great civilizations in Asia.
- 8:** Western civilization has been greatly affected by ancient Greece and Rome.
- 9:** Life in Europe changed greatly between the fall of Rome and the Renaissance.

ORGANIZING PRINCIPLE 1: Maps and globes are important tools in geography. Chapter 2, 5, 12, resources section		ESTIMATED # OF WEEKS: 2	PACING: August-September
Concepts	Essential Questions	Terms and People	Benchmark(s)
Geography Map Globe Relative Location Absolute Location Cardinal Directions Intermediate Directions Longitude Latitude Continent Ocean, Sea, Gulf Region Landforms Erosion Climate Coast Desert Wetlands	<ol style="list-style-type: none"> 1. What is geography? 2. What is a map title, map key, and compass rose? (pg. 14-15) 3. What is a map scale? (pg. 166-167) 4. In what ways do you use the longitude and latitude lines on a map or globe? (pg. 346-347) 5. What imaginary lines are used to create hemispheres? (pp. 346-7) 5. What are the seven continents and four oceans? (pg. R16-R17) 6. On which continent is The United States, Canada, and Mexico located? Where are they located on a map or globe? (R20) 7. Identify the five regions of the United States. (Northeast, Southeast, Midwest, Southwest, West). 8. What types of landforms and bodies of water can be found in the United States? (pp 24-41) 9. In what sea are the islands of the Bahamas, Cuba, Dominican Republic, Haiti, Jamaica, and Puerto Rico located? Where are they located on a map or globe? (R20) 	Map Key John Muir Marjory Stoneman Douglas	SS.3.G.1.2 SS.3.G.1.3 SS.3.G.1.5 SS.3.G.1.6 SS.3.G.2.2 SS.3.G.2.4

TEACHING RESOURCES:	ASSESSMENT:	ACTIVITIES:
<p><u>Houghton-Mifflin Teaching Resources:</u> -My Community Handbook -Ancient Civilizations Blackline Masters and Teacher’s Guide -Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <i>San Francisco: Then and Now</i> -Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library</p> <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities: E-Word Games: The Places We Live Geonet-Geography Games</p> <p>http://fcit.usf/udu/florida/default.htm Exploring Florida CD or website</p> <p><u>Flipcharts: www.prometheanplanet.com</u> Subject: <i>Geography</i> Title: <i>Explore the Continents with First Grade</i></p> <p>Subject: <i>Map Skills</i> Title: <i>Maps – Globe Skills</i></p>	<p>Teacher created formative and summative assessments.</p> <p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>	<p>Use a map to practice skills related to using a map key, and compass rose.</p> <p>Use the 2-sided map to practice locating the continents and oceans.</p> <p><u>Practice Book:</u> Skillbuilder pg. 4 Almanac Map Practice pg.1</p> <p>Identify and locate important landmarks (i.e. Statue of Liberty, White House, Mount Rushmore, Grand Canyon, Everglades)</p>

ORGANIZING PRINCIPLE 2: Our government includes local, state, and national government. Chapter 8: pgs. 224-253		ESTIMATED # OF WEEKS: 5	PACING: Sept-Oct
Concepts	Essential Questions	Terms and People	Benchmark(s)
Local Government State Government National Government Constitution Law Tax	1. What is government and why is it necessary? (pp. 224-229) 2. What documents created the government of the United States, and the government of Florida? 3. How does government gain power from the people? 4. What are the levels of government?	U.S. Constitution Florida Constitution	SS.3.C.1.1 SS.3.C.1.2 SS.3.C.3.1 SS.3.C.3.2 SS.3.C.3.3 SS.3.C.3.4
Executive Branch Legislative Branch Judicial Branch	1. What are the three branches of state government, and what is the job of each branch? (pp. 234-237) 2. What are some of the services that state governments provide? (pp. 236-237) 3. How do state governments and national governments work together? 4. How is government organized at the local level (city gov)? (pp. 222-229)	Mayor Council (Commission) Judges County Council Governor House/Senate	
Independence Rights	*Celebrate Freedom Week – September 27-30 *Constitution Day – September 17 1. What is the Declaration of Independence and what did it do for our country? 2. Why does the United States celebrate the 4 th of July? 3. What is the purpose of the Constitution of the United States? (pp. 126-129)	Declaration of Independence The U.S. Constitution Bill of Rights Thomas Jefferson John Adams Abigail Adams James Madison George Washington	

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ORGANIZING PRINCIPLE 3: Economics is an important part of daily life. Chapter 9 & 10: pg. 264-305		ESTIMATED # OF WEEKS: 2	PACING: October- November
Concepts	Essential Questions	Terms and People	Benchmark(s)
Economics Barter Money Income Budget Interest Income Bank	<ol style="list-style-type: none"> 1. What is Economics? 2. In what ways are barter and money alike and different? 3. Why do more people use money than use barter? 4. Is the money people use in Mexico or Canada the same as the money in the United States? 5. Why do people work? 6. Why is it important for families to make budgets? 		SS.3.A.1.3 SS.3.E.1.1 SS.3.E.1.2 SS.3.E.1.3
Opportunity Cost Competition Scarcity	<ol style="list-style-type: none"> 1. What choices do people have to make when they decide what to buy? 2. How does competition lead to lower prices? 3. Why does scarcity cause some buyers to make tough choices? 		SS.3.E.1.1 SS.3.E.1.3
Producer Consumer Free Enterprise Supply Demand	<ol style="list-style-type: none"> 1. Why do producers and consumers depend on each other? 2. What does free enterprise mean? 3. What are supply and demand in economics? 	Henry Ford Madame C.J. Walker	SS.3.A.1.3 SS.3.E.1.1 SS.3.E.1.3
Trade Goods Market Import Export Industry	<ol style="list-style-type: none"> 1. What are trade and international trade? 2. Why do countries import and export goods? 3. What are ways that trade between countries helps those countries? 4. Why is China an important trading partner for the United States? 		

TEACHING RESOURCES:	ASSESSMENT:	ACTIVITIES:
<p><u>Houghton-Mifflin Teaching Resources:</u> -My Community Handbook -Ancient Civilizations Blackline Masters and Teacher’s Guide -Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <i>Madame C.J. Walker</i> <i>Henry Ford</i> -Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library</p> <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities E-Word Game : Economics Everyday</p> <p>http://fcit.usf/udu/florida/default.htm Exploring Florida CD or website</p> <p>Safari Montage Videos</p>	<p>Teacher created formative and summative assessments.</p> <p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>	<p>Create a Venn Diagram to compare and contrast using money versus a barter system.</p> <p>Make a sample budget for one week. Plan how you would use ten dollars. Include the amounts that you would spend and save.</p> <p>Would you choose to buy a new CD, or save for something more expensive, such as a bike? List the pros and cons of your choice.</p> <p>Check the labels on your clothes to see where they were made. Make a list of the countries and find them on a map or globe.</p> <p>Using an import/export map from the text, name goods that the U.S. imports and exports.</p>

ORGANIZING PRINCIPLE 4: Some of the first communities were developed long ago in Mesopotamia. Chapter 11: pgs. 318-334 Additional reading: History Opens Windows Book Series- <i>The Sumerians</i>		ESTIMATED # OF WEEKS: 3	PACING: November
Concepts	Essential Questions	Terms and People	Benchmark(s)
Prehistoric Agriculture	1. How did climate changes help prehistoric people farm? 2. How did farming change life for early people?		SS.3.C.1.1 SS.3.E.1.3 SS.3.E.1.1 SS.3.G.1.1
Irrigation Specialization Civilization Cuneiform Code	1. Where is Mesopotamia on a map? 2. What is the location of Sumer? 3. What is irrigation and how did it help the people of Sumer? 4. How did specializations help with trade? 5. What made Sumer a civilization? 6. What important set of laws came from Mesopotamia? 7. What inventions changed the Sumerian way of life?	Mesopotamia Tigris River Euphrates River Sumer Hammurabi Code of Hammurabi Ziggurat	

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ORGANIZING PRINCIPLE 5: The Ancient Egyptians built a great river civilization in Africa. Chapter 12: pgs. 338-335 Additional reading: History Opens Windows Book Series- <i>The Ancient Egyptians</i>		ESTIMATED # OF WEEKS: 5	PACING: Nov-Dec
Concepts	Essential Questions	Terms and People	Benchmark(s)
Ancient Pharaoh Pyramid Mummy Hieroglyphics High Priest Nobles Craftsmen Scribe Slavery	1. Where are Egypt and the Nile River located on a map? 2. How did the ancient Egyptians use the Nile River? 3. How did the belief in life after death affect Egyptian civilization? 4. Why did Egyptians build pyramids? 5. How did Egyptians make mummies? 6. What was the role of the Pharaoh in ancient Egypt? 7. How was the Egyptian government divided? (H) 8. What different jobs did Egyptians specialize in? 9. What were hieroglyphics? 10. How were ancient Egypt and Nubia related?	Nile River Mediterranean Sea Giza, Memphis Great Pyramid Egyptian Gods & Goddesses Mummies Papyrus Nubia Khafra Queen Tiy Meroe King Tut	SS.3.C.1.1 SS.3.G.1.1 SS.3.C.1.2 SS.3.E.1.3 SS.3.E.1.1

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ORGANIZING PRINCIPLE 6: Ancient India and China had great civilizations in Asia. Chapter 12: pgs. 348-61 Additional reading: History Opens Windows Book Series- <i>The Ancient Chinese</i>		ESTIMATED # OF WEEKS: 5	PACING: January
Concepts	Essential Questions	Terms and People	Benchmark(s)
Subcontinent Indus Valley Caste Hinduism Buddhism Reincarnation	1. Where is India located on a map? 2. How did the climate and geography of ancient India affect the ways in which the Indus Valley civilization grew? 3. In what ways did the Indus River help the early people who lived near it? 4. What civilization followed the Indus Valley civilization? 5. How did the caste system divide people? 6. What religions did the people of India follow? 7. What ideas emerged in India after the Indus Valley civilization ended?	Himalayas Arabian Sea Indian Ocean Harappa Aryan Outcastes Asoka Arabic Numerals	SS.3.A.1.3 SS 3.G.1.1 SS 3.C.1.1 SS 3.C.1.2 SS 3 E.1.3 SS 3 E.1.1
Dynasty Emperor Empire Nobles Craftworkers Merchants Ancestor Temple Scholars Slavery	1. Where is China located on a map? 2. How did the physical features of China affect its early people? 3. What advances did the Chinese civilization make under the Qin and other dynasties? 4. How was the Silk Road important to the Chinese? 5. What religious beliefs did the people of ancient China have? 6. What kind of government did ancient China have?	Yellow River (Huang He) Chiang Jiang Xi Jiang Qin Dynasty Han Dynasty Confucius Great Wall of China Compass Porcelain Paper Abacus Silk Road Caravan Marco Polo Fu Hao Empress Lu	SS 3.G 1.1 SS 3 C 1.1 SS 3 C.1.2 SS 3 E 1.3 SS 3 E 1.1

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<p>ORGANIZING PRINCIPLE 7: Western Civilization has been greatly affected by ancient Greece and Rome. Chapter 13: pg. 364-383 Additional reading: History Opens Windows Book Series- <i>The Greeks, The Ancient Romans</i></p>		<p>ESTIMATED # OF WEEKS: 8</p>	<p>PACING: Feb.–Mar.</p>
Concepts	Essential Questions	Terms and People	Benchmark(s)
<p>Peninsula City-State Democracy Citizen Alphabet Mythology Temple Philosophy Coins Slavery</p>	<p>1. Where is Greece located on a map? 2. Why was the sea important to ancient Greeks? What effect did mountains have on ancient Greeks? 3. What were city-states? 4. How was Athens similar and different from other city-states? 5. What are the voting requirements for the people of Ancient Athens? 4. How did the Greek alphabet influence modern English? 5. What were the Olympic Games? 6. Why was the invention of the coin in ancient Greece important for trade? (H) 7. How did ancient Greek ideas and art influence people today (e.g. democracy, philosophy, drama, literature, medicine, art, architecture, sports)?</p>	<p>Mediterranean Sea Athens Parthenon Agora Sparta Greek/Roman Gods & Goddesses Golden Age Hippocrates (Father of Medicine) Doric, Ionic, Corinthian Olympics Marathon Archimedes Socrates Plato Herodotus (Father of History) The Iliad, Homer Aesop Alexander the Great</p>	<p>SS.3.G.1.1 SS.3.E.1.1 SS.3.E.1.3 SS. 3.C.1.1 SS.3.C.1.2 SS 3.C.2.1 SS.3.E.1.2</p>
<p>Republic Empire Emperor Architecture Province Taxes Senate Patricians Plebeians Engineer Slavery Barbarian</p>	<p>1. Where is Ancient Rome located on a map? 2. How did the Etruscans help Rome grow large and powerful? 3. What kind of government was the Roman republic? 4. Compare the Roman Republic and the Roman Empire. 3. What were the important Roman achievements, and how do they influence us today? 4. How did the Romans celebrate taking over another country? (H) 5. Why are there some similarities between ancient Greek and ancient Roman ways of life? 6. How did the Roman Empire fall? (H)</p>	<p>Etruscan Roman Republic Roman Empire Julius Caesar Augustus Colosseum Aqueduct Roman Forum Arena Chariot Race Gladiator Roman Bath Roads</p>	<p>SS.3.C.1.2 SS.3.E.1.3 SS.3.E.1.2</p>

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ORGANIZING PRINCIPLE 8: Life in Europe changed greatly between the fall of Rome and the Renaissance. Chapter 13: pg. 386-401 Additional reading: History Opens Windows Book Series- <i>The Middle Ages, The Renaissance</i>		ESTIMATED # OF WEEKS: 8	PACING: May-June
Concepts	Essential Questions	Terms and People	Benchmark(s)
Middle Ages (Medieval) Feudal System Christianity Commerce Merchant Guild Plague	1. Why did many people in Europe live on manors during the early Middle Ages? 2. What was the feudal system? In what parts of Europe did it exist? (H) 3. Why were castles built during the Middle Ages? (H) 4. How did the Roman Catholic Church influence the Middle Ages? 5. How did religion influence learning during the Middle Ages? 6. Why did people move from manors to cities and towns? 7. Why were guilds important to many workers in the Middle Ages? 8. How did the plague affect the feudal system and way of life in Europe? (H)	Manor Castle Lords Knights Peasants Roman Catholic Church Pope Monastery, Convent Monk, Nun Cathedral Crusades Fairs Plague (The Black Death)	SS.3.C.1.1 SS.3.C.1.2 SS.3.E.1.1 SS.3.E.1.3 SS 3.C.1.1 SS.3.C.1.2
Renaissance Monarchy Navigation Age of Exploration Colonization Proportion Symmetrical Dome Astronomy	1. What major changes took place in Europe during the time of the Renaissance? 2. What major changes did Leonardo da Vinci make in the arts during the Renaissance? 3. What major changes did William Shakespeare make in writing during the Renaissance? 4. How did the printing press help to spread ideas during the Renaissance? 5. What is a monarchy? 6. Why did monarchs want explorers to search the world? 7. How did colonization change the world?	Leonardo da Vinci Michelangelo Florence William Shakespeare Galileo Printing Press Johann Gutenberg Queen Isabella Christopher Columbus Caravel Juan Ponce de Leon Duke, Duchess Patron	SS.3.E.1.1 SS.3.E.1.3 SS.3.G.4.4 SS.3.G.1.1 SS.3.C.1.1 SS.3.C.1.2

TEACHING RESOURCES:	ASSESSMENT:	ACTIVITIES:
<p>Houghton-Mifflin Teaching Resources: -My Community Handbook -Ancient Civilizations Blackline Masters and Teacher’s Guide -Passport to FCAT Success Book -2-sided Desk Map -eTeacher’s Guide Online -Social Studies Independent Readers: <i>Life in a Medieval City</i> -Assessment Options Blackline Masters -Primary Sources Plus Blackline Masters -Bringing Social Studies Alive -Research and Writing Projects -Resources for Reaching All Learners -Unit Resources and Grade Level Resources File and Teacher’s Book -Big Idea and Skill Builder Color Transparencies -Interactive Transparencies -Audio Student Book -Test Generator CD-ROM -Video Library</p> <p>www.eduplace.com/kids/hmss05 Houghton-Mifflin online activities Interactive Maps- Mediterranean Empires E-Word Game-Roots of the Western World Geonet-Geography Games</p> <p>Heinemann Reading Books: The Middle Ages (History Opens Windows series) The Renaissance (History Opens Windows series) Additional Reading: Shakespeare’s Plays (children’s editions)</p> <p>Safari-Montage Videos A History of the Middle Ages Horrible Histories: Measly Middle Ages The Merchant; The Serf; The Noble; The Knight Horrible Histories: Perilous Plague Leonardo da Vinci</p> <p>Magic Tree House non-fiction/fiction companion books Knights and Castles & The Knight at Dawn Stage Fright on a Summer Night (Shakespeare) Leonardo da Vinci & Monday with a Mad Genius Magic Tree House Online Activities: http://www.randomhouse.com/teachers/magictg/guides/warriors.html http://www.randomhouse.com/teachers/magictg/guides/shakespeare.html#shakes</p>	<p>Teacher created formative and summative assessments.</p> <p>Corresponding Assessment Items from Houghton-Mifflin Ancillaries or Test Generator.</p>	<p>Compare and contrast life on manors and life in towns.</p> <p>Create a list of some of the jobs people specialize in today.</p> <p>Build your own model of a castle similar to the castles built during the Middle Ages.</p> <p>For Europeans, exploration was a trip into the unknown. Write some questions explorers may have had before they set out.</p> <p>Research a famous person from the Renaissance (e.g. Michelangelo, Raphael, El Greco). Write a short paragraph telling about the person you chose.</p>