


Grade 3 History/Social Studies Curriculum & Pacing Guide 2020-2021

 Integrate the skills into daily lessons.

3.1 Skills

The student will demonstrate skills for historical thinking, geographical analysis, economic decisions making, and responsible citizenship by:

- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
- b) using geographic information to support an understanding of world cultures;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people, or events in world cultures
- f) determining relationships with multiple causes and effects
- g) explaining connections across time and place;
- j) accessing a variety of media including online resources

First Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
3.6 World Geography The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of a) Africa; b) Asia; c) Europe; d) North America; and e) South America.				3.3 Greece and Rome The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports. 3.5 Map Skills The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps a) at the beginning of their culture; b) during their period of greatest influence; and c) today. 3.7 Adaptations The student will describe how people in ancient world cultures adapted to their environment.				Pacing Adjustment & Assessment	
Performance Based Assessment must be completed throughout the nine weeks.									
Interactive Note Taking Curriculum Framework – pp.1-7,10 & 15 Five Ponds Textbook - pp. 6-57				Interactive Note Taking Curriculum Framework – pp.1-7,10 & 12, 14, & 16 Five Ponds Textbook - pp. 91-117					

Grade 3 History/Social Studies Curriculum & Pacing Guide 2020-2021

 Integrate the skills into daily lessons.

3.1 Skills

The student will demonstrate skills for historical thinking, geographical analysis, economic decisions making, and responsible citizenship by:

- d) summarizing points and evidence to answer a question;
- g) explaining connections across time and place;
- h) using a decision-making model to make informed decisions;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) accessing a variety of media including online resources

Second Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3.11 Citizenship The student will explain the responsibilities of a good citizen, with emphasis on <ul style="list-style-type: none"> a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decisions; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness; and f) describing the purpose of rules. 					3.13 Diversity The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.			Pacing Adjustment & Assessment
3.12 Government The student will recognize the importance of government in the community, Virginia, and the United States of America by <ul style="list-style-type: none"> a) explaining the purpose of laws; b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and c) explaining that government protects the rights and property of individuals. 								


Performance Based Assessment must be completed throughout the nine weeks.

Interactive Note Taking

Curriculum Framework – pp. 4, 7-10

Five Ponds Textbook - pp. 144-158

Grade 3 History/Social Studies Curriculum & Pacing Guide 2020-2021

 Integrate the skills into daily lessons.

3.1 Skills

The student will demonstrate skills for historical thinking, geographical analysis, economic decisions making, and responsible citizenship by:

- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
- b) using geographic information to support an understanding of world cultures;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people, or events in world cultures
- f) determining relationships with multiple causes and effects
- g) explaining connections across time and place;
- j) accessing a variety of media including online resources

Third Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3.2 China and Egypt The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.					3.4 Mali The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.			Pacing Adjustment & Assessment
3.5 Map Skills The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps a) at the beginning of their culture; b) during their period of greatest influence; and c) today.					3.5 Map Skills The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps a) at the beginning of their culture; b) during their period of greatest influence; and c) today.			
3.7 Adaptations The student will describe how people in ancient world cultures adapted to their environment.					3.7 Adaptations The student will describe how people in ancient world cultures adapted to their environment.			
Performance Based Assessment must be completed throughout the nine weeks.								
Interactive Note Taking Curriculum Framework – pp.1-7,10-11 & 14, & 16 Five Ponds Textbook - pp. 62-89					Interactive Note Taking Curriculum Framework – pp.1-7,10 & 12-13, 14, & 16 Five Ponds Textbook - pp. 118-131			

Grade 3 History/Social Studies Curriculum & Pacing Guide

2020-2021

 Integrate the skills into daily lessons.

3.1 Skills

The student will demonstrate skills for historical thinking, geographical analysis, economic decisions making, and responsible citizenship by:

- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people, or events in world cultures
- f) determining relationships with multiple causes and effects
- g) explaining connections across time and place;
- i) accessing a variety of media including online resources

Fourth Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<p>3.8 Economics (Ancient Civilizations) The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 Economics (Specialization & Trade) The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> <p>3.10 Economics (Economic Choices) The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>								<p>Pacing Adjustment & Assessment</p>
<p>Performance Based Assessment must be completed throughout the nine weeks.</p> <p>Interactive Note Taking Curriculum Framework – pp.4-7, 10 & 17-19 Five Ponds Textbook - pp. 132-143</p>								