

Third Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 st Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p>Community Building</p> <p>SOL 3.5 The student will develop map skills by</p> <p>a) positioning and labeling seven continents and five oceans to create a world map;</p> <p>b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;</p> <p>e) locating specific places, using a simple letter-number grid system.</p>	<p>TE Intro 10-15 Directions TE 184</p> <p>Continents & Oceans TE 170-171; 178-179</p> <p>Hemispheres TE 180-181</p> <p>Grid System - TE 185</p>	<p>Geography Review SOL 1.4, 1.6, 2.5 ESS - Map Skills p 10 Walking tour in community Make comm. maps</p>	<p>Discovery Education Movie Clip – Finding Your Way, Using Maps and Globes, Math Monsters</p>		1 Week
		<p>EIP Vocabulary Builder Interactive Map</p> <p>ESS 3rd Gr SS Map Skills pp 7-14 Continents/Oceans Globe to Go Identify Hemispheres using grid maps</p> <p>Superteacher.maps</p> <p>Mapskills</p>	<p>Power point Geography Skills (See folder)</p> <p>Rockingham County http://www.rockingham.k12.va.us/resources/elementary/3history.htm</p> <p>Discovery Education Movie Clip - This is Your World Go Digital (from Houghton Mifflin Harcourt)</p> <p>Internet 4 Classrooms Map Skills Where I Live Geography/Continents Continents/Maps Mapmaker</p>		<p>ESS 3rd Gr SS 15</p> <p>Teacher made Formative Assessments</p>

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<p>SOL 3.1 The student will explain how the contributions of ancient Greece and <u>Rome</u> have influenced the present world in terms of architecture, government (direct and representative democracy) and sports.</p> <p>SOL 3.4 The student will develop map skills by a) locating Greece, <u>Rome</u>, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</p>	<p>Architecture TE 68-69</p> <p>Government TE 70-71</p> <p>Location of Rome TE 42-43; 4 9-51</p> <p>Physical characteristics TE 52-53</p> <p>Adapting to Environment TE 56-57</p> <p>Human Characteristics TE 60-63</p>	<p>EIP Introduction Screens</p> <p>ESS 3rd Gr SS Rome pp 32-39 Geography Human Characteristics Architecture Government Sports</p> <p>ESS 3rd Gr SS Attachments Rome A-F pp 42-47</p> <p>Magic Tree House <u>Under the Volcano</u></p>	<p>Discovery Education Movie Clip Journals Through History: Ancient Rome: Building an Empire 18min. Journals Through History: Ancient Rome: The Eternal City 18min.</p> <p>Rockingham County http://www.rockingham.k12.va.us/resources/elementary/3history.htm</p> <p>Suffolk County Teaching Activities and Resources http://star.spsk12.net/socialscience/ss_03.htm</p> <p>Prince Edward County http://k3hss.pwnet.org/3grade/index.htm</p>	<p>Unit 2 Review and Test on Rome pp 76-79</p> <p>SS Assessment Program book Rome pp 7-12</p> <p>ESS 3rd Gr SS Rome Attachment pp 40, 48</p> <p>Teacher made Formative Assessments</p>	2 Weeks

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<p>SOL 3.2 The student will study the early West African empire of <u>Mali</u> by describing its oral tradition (storytelling), government (kings), and economic development (trade).</p> <p>SOL 3.4 The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</p> <p>Remediation and Enrichment</p>	<p>Oral Tradition TE 102 - 103</p> <p>Government TE 104 -105</p> <p>Economic Development TE 108-109; 111</p> <p>Location of Mali TE 82-83 ; 89-91</p> <p>Physical Characteristics TE 92-93</p> <p>Adapting to Environment TE 96-97</p> <p>Human Characteristics TE 100-101</p>	<p>EIP Introduction Screens</p> <p>ESS 3rd Gr SS Mali pp 49-56 Geography Human Characteristics Government /Trade Oral Tradition & Architecture</p> <p>ESS 3rd Gr SS Attachments A-D pp 59-62</p>	<p>Discovery Education Movie Clip - Title: <i>Sketches of the World: A Roof Above Our Heads</i> click on clip Housing in Mali 1 min. 35 sec.</p> <p>Title: <i>Islam Excellent overview of Ancient Mali, trading gold and salt, and Mansa Musa</i> 4 min. 15 sec.</p> <p>YouTube Ancient Mali Movie Clip. 1 min 31 sec.</p> <p>Rockingham County http://www.rockingham.k12.va.us/resources/elementary/3history.htm Suffolk County- Teaching Activities and Resources http://star.spsk12.net/socialscience/ss_03.htm</p> <p>Prince Edward County http://k3hss.pwnet.org/3grade/index.htm</p>	<p>SS Assessment Program book - Mali pp 13-18</p> <p>Unit Test 3 Review and Test - Mali pp 116-119</p> <p>ESS 3rd Gr SS Assessment Mali pp 57, 63</p> <p>Teacher made Formative Assessments</p>	<p>1 Week</p> <p>1 Week</p>

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<p>Strand History</p> <p>SOL 3.3 The student will study the exploration of the Americas by</p> <p>a) describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;</p> <p>b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.</p> <p>SOL 3.5 The student will develop map skills by</p> <p>c) locating the countries of Spain, England, and France;</p> <p>d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);</p>	<p>HHM Unit 4 Build Background pp 129-132</p> <p>Columbus pp 133-137</p> <p>deLeon pp 139-143</p> <p>Cartier pp 145-149</p> <p>Newport pp 151-155</p> <p>Comparing Explorers pp 157-160</p> <p>The World Around Us pp 169-171 and pp 177-179</p>	<p>ESS Explorers pp 67-73</p> <p>ESS Explorers Attachments pp 78-82</p>	<p>*Discovery Education on Famous Americans Animated Hero Classics- just type in name of person and click search there's videos for Veterans/Memorial Day</p> <p>enchantedlearning.com columbus</p> <p>enchntedlearning.com explorers</p> <p>enchantedlearning.com Newport</p> <p>enchantedlearning.com deleon</p> <p>Explorers Website</p>	<p>HHM Unit 4 Review and Test on Explorers pp 164-167</p> <p>ESS Explorers Attachment H pp 84-85</p> <p>ESS Famous Americans Assessment pp 152-153</p> <p>HHM Assessment Program Book Unit 4 on Explorers pp 19-24</p> <p>HHM Unit 5 Test England, France, Spain pp 25-30</p>	<p>1.5 weeks for each explorer</p>

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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<p>Strand Civics</p> <p>SOL 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by</p> <p>b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther king, Jr.; and Cesar Chavez;</p> <p>c) recognizing that Veteran’s day and memorial Day honor people who have served to protect the country’s freedoms;</p> <p>SOL 1.3 Review Columbus Day</p> <p>SOL 2.2 Review Native Americans</p>	<p>HHM pp 230-231 (G. Washington)</p> <p>pp 232-233 (T. Jefferson)</p> <p>pp 234-235 (A. Lincoln)</p> <p>pp 240-241 (R. Parks)</p> <p>pp 242-243 (M. L. King)</p> <p>pp 244-245 (C. Chavez)</p> <p>pp 248-249 (Veteran’s Day and Memorial Day)</p>	<p>ESS Famous Americans pp 141-149</p> <p>ESS Famous Americans Attachments A-C pp 154-157</p> <p>ESS Veterans/Memorial pp 150-151</p> <p>People note pages/pictures-foldable Name That</p> <p>Explorer/Famous Americans</p> <p>Jeopardy</p> <p>Bingo</p>	<p>graphicorganizer</p> <p>http://www.sdcoe.k12.ca.us/score/ac/tbank/torganiz.htm</p> <p>Brain pop- Famous Historical Figures</p> <p>EIP- Electronic Interactive Presentations</p>		<p>1.5 weeks for famous Americans</p> <p>.5 week for Veteran/Memorial Day</p>

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Remediation and Enrichment					1 Week

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p>Strand</p> <p>Economics</p> <p>3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</p> <p>3.8 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. (Review: wants, goods and services, consumers and producers prior to introduction of 3.8)</p>	<p>Unit 1 Lesson 3</p> <p>Unit 2 Lesson 3 pp 56-57</p> <p>Unit 4 Lesson 2 and 3</p> <p>Unit 5 Lesson 4</p>	<p>ESS 3rd Gr SS pp 93-94, 97-100</p> <p>Resources Click and Drag</p> <p>Economics Jeopardy.ppt</p> <p>Economics Songs</p> <p>Economics ppt</p> <p>JMU Activities</p> <p>ESS 3rd Gr SS Specialization p 95</p> <p>Consumer/Producer Click and Drag</p> <p>ESS 3rd Gr SS Goods and Services pp 89-91</p>	<p>Economics Jeopardy.ppt</p> <p>Economics Hangman</p> <p>Consumers and Producers</p> <p>Economic Resources Interactive Tool</p> <p>Economic Resources Quia</p> <p>Economics</p> <p>Economics #2</p> <p>Economics HOOPS</p>	<p>Economics 3.8; 3.9 Quiz</p> <p>Unit 5 Review and test pp 212-215</p> <p>SS Assessment Program Book Unit 5 Test pp 25-30</p>	<p>2 weeks</p> <p>1 week</p>

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<p>3.9 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>Unit 5 Lesson 5</p>	<p>ESS 3rd Gr SS Economic Decisions pp 105-106</p>			1 week
		<p>ESS 3rd Gr SS Opportunity Cost pp 101-107</p>			
<p>Civics 3.10 The student will recognize the importance of government in the community, Virginia, and the United States by</p> <p>a. explaining the purpose of rules and laws; b. explaining that the basic purpose of government are to make laws, carry out laws, and decide if laws have been broken; c. explaining that government protects the rights and property of individuals.</p>	<p>Unit 6 Lesson 1 pp 223-225</p>	<p>ESS 3rd Gr SS Government pp 108-120</p>	<p>Ben's Guide to US Government</p>	<p>Government Test 1</p>	1.5 week
	<p>Unit 6 Lesson 1 pp 226-227</p>	<p>Government Mix and Match</p>		<p>Government Test 2</p>	
	<p>Unit 6 Lesson 4 pp 249</p>	<p>Government Flash Card Match</p>		<p>ESS 3rd Gr SS Assessment pp 118-120</p>	
	<p>Unit 6 Lesson 5</p>	<p>Government Jeopardy.ppt</p>		<p>Quiz</p>	
	<p>Unit 6 Lesson 6</p>	<p>ESS 3rd Gr SS Rules and Laws pp 110, 112</p>			

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<p>3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by</p> <p>a. describing the individual rights to life, liberty and the pursuit of happiness; and equality under the law;</p> <p>d. describing how people can serve the community, state, and nation.</p>		<p>ESS 3rd Gr SS Purposes of Government p 113</p> <p>ESS 3rd Gr SS Basic Principles pp 121-125</p>		<p>Unit 6 Review and Test pp 268-271</p> <p>SS Assessment Program Book Unit 6 Test pp 31-36</p>	1.5 weeks
			<p>ESS 3rd Gr SS Diversity pp 128-129</p>	Diversity	
Remediation and Enrichment					

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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<p>Remediation and Enrichment</p> <p><u>K-3 SOL Review Documents</u></p> <p>Grade 3 SOL Blueprint http://www.doe.virginia.gov/testing/sol/blueprints/history_socialscience_blueprints/2008/blueprints_history3.pdf</p> <p>*Grade 3 SOL Released Test Items (2012) http://www.doe.virginia.gov/testing/sol/released_tests/2012/history/test12_grade_3.pdf</p> <p>*Grade 3 SOL Released Items (2007) http://www.doe.virginia.gov/testing/sol/released_tests/2007/test07_history_ss3.pdf</p> <p>*Grade 3 (LCS) K-2 SOL Review Document</p> <p>GR 3 SS (K-2) SOL Review</p> <p>Gr 3 SS SOL Review Ans Key</p> <p>*Intended to be used as a whole class review rather than as an assessment type activity.</p>					

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GRADING PERIOD: 4 th Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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