



MCPS CURRICULUM GUIDE – Social Studies
GRADE 3

COURSE SEQUENCE/Pacing

First Nine Weeks

- SOL 3.5 – Map Skills
- SOL 3.6 – Changes in community life
- SOL 3.10 – Purposes of government
- SOL 3.11a – Basic principles of government

Second Nine Weeks

- SOL 3.12 – Diversity/basic American principles
- SOL 3.7 – Natural/human/capital resources/goods and services
- SOL 3.9 -- Economic choice/opportunity cost
- SOL 3.2 -- Empire of Mali

Third Nine Weeks

- SOL 3.8 – Economic specialization/economic interdependence
- SOL 3.1 – Contributions of Ancient Greece/Rome
- SOL 3.4 – Map skills/Greece/Rome/Mali

Fourth Nine Weeks

- SOL 3.3 – Exploration of America
- SOL 3.11b -- Contributions of famous Americans
- SOL 3.11c -- Holidays (as applicable throughout the year)
- SOL 3.11d -- Serving the community, state and nation
- **REVIEW of all K-3 SOLs for History, Geography, Civics, and Economics**

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 3.5 The student will develop map skills by</p> <ol style="list-style-type: none"> a) positioning and labeling the seven continents and five oceans to create a world map. b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres. c) locating the countries of Spain, England, and France. <p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be identified on a world map.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate places on a grid system. • Identify and locate continents, oceans, and major features on maps and globes. • Draw maps of familiar areas. 	<p>Where are the seven continents and the five oceans located on a world map?</p> <p>What imaginary lines are used to create hemispheres?</p> <p>On which continents are England, Spain, France, and the United States located?</p> <p>Where are the countries of Spain, England, and France located on a world map?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> ▪ Hemisphere: Half of a sphere (globe) created by the prime meridian or the equator. ▪ Equator: An imaginary line around the middle of the earth that divides the globe into the northern and southern hemispheres. ▪ Prime meridian: An imaginary line that divides the globe into the eastern and western hemispheres. ▪ Regions: Places that have common characteristics. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 26-29</p> <p><u>Assessments and Activities Binder</u> More Map Mastery p. 27 Grid Lock p. 25 Around the World Grid p. 26 I’m a Map Master p. 28</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 4-15</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

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<p>SOL 3.5 The student will develop map skills by</p> <p>d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia).</p> <p>e) locating specific places using a simple letter-number grid system.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate places on a grid system. • Identify and locate continents, oceans, and major features on maps and globes. • Draw maps of familiar areas. 	<p>Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Quebec, Canada; and Jamestown, Virginia located on a map?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p> <p>What are the names of the four hemispheres?</p> <p>The equator and the prime meridian are used to create the Northern, Southern, Eastern and Western Hemispheres.</p> <p>England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.</p> <p>San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Quebec is located in Canada. Jamestown is located in Virginia.</p> <p>The letter (left) and number (bottom) coordinates of a grid system identify the approximate location of a place.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 26-29</p> <p><u>Assessments and Activities Binder</u> More Map Mastery p. 27 Grid Lock p. 25 Around the World Grid p. 26 I’m a Map Master p. 28</p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 4-15</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

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<p>SOL 3.6 The student will read and construct maps, tables, graphs, and/or charts.</p> <p>Read and construct maps, tables, graphs, charts, and pictures to gather and display information.</p> <p>Maps are used to display information geographically.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Make and explain bar and pie graphs. • Draw maps of familiar objects or areas. • Construct and explain simple charts. 	<p>What visual aids are used to gather, display, and classify information?</p> <p>Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.</p> <p><u>Parts of a Map</u></p> <ul style="list-style-type: none"> ▪ Map title ▪ Map legend ▪ Compass rose <p>Maps may include a compass rose with intermediate directions of northeast, southeast, northwest, and southwest.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 30-31 p. 4-15 p. 22-25</p> <p><u>Assessments and Activities Binder</u> Off the Charts! p. 29</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments:</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

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<p>SOL 3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by</p> <p>a) explaining the purpose of rules and laws.</p> <p>b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken.</p> <p>c) explaining that government protects the rights and property of individuals.</p> <p>Governments protect the rights and property of individuals.</p> <p>Governments exist at the local (community), state (Virginia), and national (United States) levels.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions. • Gather, classify, and interpret information. • Explain cause and effect relationships. 	<p>What is government?</p> <p>What are the basic purposes of government?</p> <p>Why is government necessary?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> ▪ Community: A place where people live, work, and play. ▪ Rules: What people must or must not do. ▪ Laws: Important rules written and carried out by the government. ▪ Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken. <p>The purpose of rules and laws is to keep people safe and maintain order.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 38-39</p> <p><u>Assessments and Activities Binder</u> Rules Rule p. 36 America’s Government p. 37</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 109-119</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

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<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>a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Some basic principles held by American citizens include the right to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Citizens have worked to defend American principles.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions. • Gather, classify, and interpret information. 	<p>What are some basic principles commonly held by American citizens?</p> <p>How did American citizens work to defend American principles?</p> <p><u>Basic principles</u></p> <ul style="list-style-type: none"> ▪ Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. ▪ Equality under the law means that all people are treated fairly. <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 40-41</p> <p><u>Assessments and Activities Binder</u></p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 123-135</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

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<p>SOL 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.</p> <p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between points of view by self and others. • Participate in groups and democratic society. • Make generalizations about data. 	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p> <p>Terms to know</p> <ul style="list-style-type: none"> ▪ Republican form of government: A representative democracy. <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Benefits of diversity</p> <ul style="list-style-type: none"> ▪ Food ▪ Clothing ▪ Music 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 56-61</p> <p><u>Assessments and Activities Binder</u> Diversity Pizza p. 45 Diversity Rocks p. 46 America, the Diverse p. 47</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 124-129</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 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>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods) which they used for transportation (service) in trading.</p> <p>Mali used human and capital resources to mine gold (natural resource).</p> <p>Ancient Rome was located next to a river. The soil was limited for farming. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</p> <p>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of the West African empire of Mali traded gold for salt.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> • Gather, classify, and interpret information. • Draw conclusion and make generalizations about data. 	<p>How do producers use natural, human, and capital resources to produce goods and services?</p> <p>What are some of the goods and services produced in ancient Greece, Rome, and the West African empire of Mali?</p> <p>What resources (natural, human, capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> ▪ Natural resources: Materials that come from nature (water, soil, wood, coal). ▪ Human resources: People working to produce goods and services. ▪ Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings). ▪ Producers: People who use resources to make goods and/or provide services. ▪ Goods: Things that people make or use to satisfy needs and wants. ▪ Services: Activities that satisfy people’s needs and wants. <p>Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 32-34</p> <p><u>Assessments and Activities Binder</u> Read it. Eat it. Make it. p. 30 How is it Made? p. 31 The Goods on Goods p. 33</p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 89-92</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

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<p>SOL 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>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something (opportunity cost).</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Gather, classify, and interpret information. • Make decisions. • Explain cause and effect relationships. 	<p>Why does an economic choice involve giving up something else?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> ▪ Economic choice: The choice of or decision among alternatives or possibilities. ▪ Opportunity cost: The next best choice that is given up when a decision is made. <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.</p> <p style="text-align: center;">Economic Choices</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Choices</th> <th style="width: 33%;">Choices made</th> <th style="width: 33%;">Choices given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td>Ice cream or popcorn</td> <td>Ice cream</td> <td>Popcorn</td> </tr> <tr> <td>Toy or favorite video</td> <td>Favorite video</td> <td>Toy</td> </tr> <tr> <td>Spend now or save for the future</td> <td>Spend now</td> <td>Save for the future</td> </tr> </tbody> </table>	Choices	Choices made	Choices given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<p><u>Our World Far and Wide</u> Five Ponds Press p. 36-37</p> <p><u>Assessments and Activities Binder</u> You Can’t Have It All p. 34 Making Choices p. 35</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 92-96</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>
Choices	Choices made	Choices given up (opportunity cost)													
Ice cream or popcorn	Ice cream	Popcorn													
Toy or favorite video	Favorite video	Toy													
Spend now or save for the future	Spend now	Save for the future													

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<p>SOL 3.2 The student will study the early West African Empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</p> <p>Most of what we know about Mali’s history comes from oral accounts that were handed down from Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> Collect and record information. 	<p>Why were storytellers so important in the empire of Mali?</p> <p>What do we know about the leaders of the empire of Mali?</p> <p>Why was the empire of Mali so wealthy?</p> <p>Africa was the home to several great empires. One of the most prosperous was the empire of Mali.</p> <p>Many storytellers in Mali passed on traditions and stories from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 12-13</p> <p><u>Assessments and Activities Binder</u> The Majesty of Mali p. 13 Salt of the Earth p. 14 Mali Mysteries p. 15 All About Mali p. 16</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 55-63</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

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<p>SOL 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.</p> <p>People and regions specialize because they cannot produce everything they want.</p> <p>People trade for things they need and want but do not have.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> • Gather, classify, and interpret information. • Draw conclusion and make generalizations about data. 	<p>What is specialization?</p> <p>Why do those who specialize have to depend on others?</p> <p>Why do people trade?</p> <p>Specialization occurs when people focus on the production of selected kinds of goods and services.</p> <p>People and regions often specialize in the production of certain goods and services.</p> <p>Specialization encourages trade because people want goods and services that they do not have.</p> <p>People trade when individuals or groups benefit from the trade.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 34-35</p> <p><u>Assessments and Activities Binder</u> I Need You. You Need Me. p. 32</p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 99-106</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.</p> <p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p> <p>The ancient Greeks and Romans have influenced the lives of people today.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate and use information from print and non-print sources. • Use resource materials. • Gather, classify, and interpret information. 	<p>What styles in architecture used today came from ancient Greece and Rome?</p> <p>What principles of government from ancient Greece and Rome are part of our government?</p> <p>What sporting events today came from ancient Greece?</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> ▪ Contribution: The act of giving or doing something. ▪ Direct democracy: A government in which people vote to make their own rules and laws. ▪ Representative democracy: A government in which people vote for (elect) a smaller group of citizens to make the rules and laws for everyone. <p><u>Architecture</u> The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:</p> <ul style="list-style-type: none"> ▪ Greece—The Parthenon (columns). ▪ Rome—The Colosseum and aqueducts (arches). <p><u>The Arts</u> Mosaics, sculpture, and paintings are displayed on buildings.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 4-11</p> <p><u>Assessments and Activities Binder</u> Be an Archeologist p. 2 Columns: What’s the Hold-Up? p. 3 Myths and Legends p. 4 More Than Just a Bowl p. 6 Ancient Greece p. 7 Aqueducts and Arches p. 8 Marvelous Mosaics p. 9 Four Days, Three Ways p. 10 Roman Numerals p. 11 Ancient Rome p. 12 School Olympics p. 5</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 37-48</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate and use information from print and non-print sources. • Use resource materials. • Gather, classify, and interpret information. 	<p><u>The Government of the United States</u> The government is based on the ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> ▪ Greece: Birthplace of democracy (government by the people); a direct democracy. ▪ Rome: Republican (representative) form of government; a representative democracy. <p><u>Sports</u> Olympic games of today are modeled after the games of ancient Greece.</p>	<p><u>Our World Far and Wide</u> Five Ponds Press p. 4-11</p> <p><u>Assessments and Activities Binder</u></p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 37-48</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

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<p>SOL 3.4 The student will develop map skills by</p> <ol style="list-style-type: none"> locating Greece, Rome, and West Africa. describing the physical and human characteristics of Greece, Rome, and West Africa. explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs. <p>Ancient Greece and Rome were located near the Mediterranean Sea.</p> <p>The empire of Mali was located in the western region of the continent of Africa.</p> <p>People adapt to their environment in different ways.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> Identify and locate features on a map and globe. Locate and use information from print and non-print sources. 	<p>Where were ancient Greece, ancient Rome, and the empire of Mali located?</p> <p>What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?</p> <p>How did the people of ancient Greece, ancient Rome, and Mali adapt to and change their environment to meet their needs?</p> <p>Terms to know</p> <ul style="list-style-type: none"> Characteristics: Different traits. <p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> Ancient Greece: Located on a peninsula with many islands, mountains and hills, surrounded by Mediterranean Sea and limited rich soil. Ancient Rome: Located next to a river; city built on many hills; limited rich soil. Empire of Mali: Located in West Africa; near rivers; desert-like conditions; gold mines. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 22-25</p> <p><u>Assessments and Activities Binder</u> Characteristics Bingo p. 22-23 Mighty Empires p. 24</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 35-43 p. 54</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>continued</p> <p>SOL 3.4 The student will develop map skills by</p> <p>a) locating Greece, Rome, and West Africa.</p> <p>b) describing the physical and human characteristics of Greece, Rome, and West Africa.</p> <p>c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> • Identify and locate features on a map and globe. • Locate and use information from print and non-print sources. 	<p><u>Human characteristics</u></p> <ul style="list-style-type: none"> ▪ Ancient Greece: Farmers, shipbuilders, and traders. ▪ Ancient Rome: Farmers, road builders, and traders. ▪ Empire of Mali: Farmers, miners, and traders. <p><u>Ways they adapted to their environments</u></p> <ul style="list-style-type: none"> ▪ Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains. ▪ Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. ▪ Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 22-25</p> <p><u>Assessments and Activities Binder</u></p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 35-43 p. 54</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<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 León, Jacques Cartier, and Christopher Newport.</p> <p>b) identifying reasons for exploring, the information gained, the results from the travels and the impact of these travels on American Indians.</p> <p>The first explorers had different motivations, had different sponsors, and met different successes.</p> <p>Due to European explorations, American Indians experienced changes to their cultures and environment.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate and use information from print and non-print sources. • Distinguish between relevant and irrelevant information. • Gather, classify, and interpret information. 	<p>Who were some of the important European explorers from Spain, England, and France?</p> <p>What were the different motivations of these early European explorers?</p> <p>What were the successes of these early European explorers?</p> <p>What were the effects of European explorations on American Indians?</p> <p><u>Terms to Know</u></p> <ul style="list-style-type: none"> ▪ Explorer: A person who travels seeking new discoveries. ▪ European: A person from one of the countries in Europe. <p><u>Impact of European exploration on American Indians</u></p> <ul style="list-style-type: none"> ▪ Deadly diseases were introduced. ▪ Exploration later led to settlement. ▪ The settlements led to relocation of the American Indians from their homelands. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 16-21</p> <p><u>Assessments and Activities Binder</u> I Claim This Land For p. 17-18 Which Way Shall I Go p. 19 The Early Explorers p. 20-21</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 67-73</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials																
<p>continued</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 León, Jacques Cartier, and Christopher Newport.</p> <p>b) identifying reasons for exploring, the information gained, the results from the travels, and the impact of these travels on American Indians.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Locate and use information from print and non-print sources. • Distinguish between relevant and irrelevant information. • Gather, classify, and interpret information. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Christopher Columbus</td> <td style="width: 15%;">Spain</td> <td style="width: 20%;">To find a western sea route to Asia</td> <td style="width: 40%;">First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)</td> </tr> <tr> <td>Juan Ponce de Leon</td> <td>Spain</td> <td>To discover riches and land to conquer</td> <td>First European to land in Florida (near St. Augustine); gave France a North American claim</td> </tr> <tr> <td>Jacques Cartier</td> <td>France</td> <td>To colonize the New World</td> <td>Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim</td> </tr> <tr> <td>Christopher Newport</td> <td>England</td> <td>To discover riches To find a western sea route to Asia To colonize Virginia</td> <td>Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </table>	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)	Juan Ponce de Leon	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave France a North American claim	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim	Christopher Newport	England	To discover riches To find a western sea route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River	<p><u>Our World Far and Wide</u> Five Ponds Press p. 16-21</p> <p><u>Assessments and Activities Binder</u></p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 67-85</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>
Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)																
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MCPS Curriculum Guide Third Grade Social Studies

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<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>a) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and Cesar Chavez.</p> <p>b) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms.</p> <p>c) describing how people serve the community, state, and nation.</p> <p>Citizens have worked to defend American principles.</p> <p>Skills Students will be able to:</p> <ul style="list-style-type: none"> • Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions. • Gather, classify, and interpret information. 	<p>How did American citizens work to defend American principles?</p> <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p><u>Citizens who defended basic principles</u></p> <ul style="list-style-type: none"> ▪ George Washington: He was the first President of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation. ▪ Thomas Jefferson: He was born in Virginia. He was the third President of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 42-55</p> <p><u>Assessments and Activities Binder</u> The Civil Rights-Fight p. 39 Boycott p. 40 American Jeopardy p. 41 Great Presidents p. 42 Great Americans p. 43 Special Days p. 44</p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 123-147</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<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, and Martin Luther King, Jr., and Cesar Chavez.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions. • Gather, classify, and interpret information. 	<ul style="list-style-type: none"> ▪ Abraham Lincoln: He was the United States President when the country was divided over the issue of equality for all people. He helped free African American slaves. ▪ Rosa Parks: She is an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. ▪ Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court. ▪ Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. ▪ Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 42-55</p> <p><u>Assessments and Activities Binder</u></p>	<p><u>TAH Third Grade Resource Room</u> (Log into Moodle and go to 3rd Grade Social Studies)</p> <p><u>Enhanced Scope and Sequence Activities and Assessments:</u> p. 123-147</p> <p><u>SOL Review Cards</u></p> <p><u>Third Grade Poster Set</u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<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>c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.</p> <p>d) describing how people can serve the community, state, and nation.</p> <p>Veterans Day is the recognition of and respect for Americans who served in the military.</p> <p>Memorial Day is the recognition of Americans who died in wars while they were serving their country.</p> <p>There are many ways that people can serve their community, state, and nation.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions. • Gather, classify, and interpret information. 	<p>Why do we recognize Veterans Day and Memorial Day?</p> <p>How do people serve their community, state, and nation?</p> <p><u>Days to remember</u></p> <ul style="list-style-type: none"> ▪ Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. ▪ Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May. <p>Some of the ways that people can serve their community, state, and nation include:</p> <ul style="list-style-type: none"> ▪ Being a volunteer. ▪ Getting involved in community projects. ▪ Serving as a government official. ▪ Joining the military. ▪ Voting. 	<p><u>Our World Far and Wide</u> Five Ponds Press p. 42-55</p> <p><u>Assessments and Activities Binder</u></p>	<p>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</p> <p>Enhanced Scope and Sequence Activities and Assessments: p. 123-147</p> <p>SOL Review Cards</p> <p>Third Grade Poster Set</p>