COURSE SEQUENCE/Pacing

First Nine Weeks
- SOL 3.5 – Map Skills
- SOL 3.6 – Construction of maps/graphs
- 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 (Revisit SOL 3.7)
- SOL 3.4 – Map skills/Greece/Rome/Mali
- SOL 3.11b – Contributions of famous Americans

Fourth Nine Weeks
- SOL 3.3 – Exploration of America
- 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
<table>
<thead>
<tr>
<th>VA Standards of Learning (SOL) Essential Understandings and Skills</th>
<th>Essential Questions and Knowledge</th>
<th>Textbook and Children’s Literature Connections</th>
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</thead>
</table>
| **SOL 3.5** The student will develop map skills by  
  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. | Where are the seven continents and the five oceans located on a world map?  
  What imaginary lines are used to create hemispheres?  
  On which continents are England, Spain, France, and the United States located?  
  Where are the countries of Spain, England, and France located on a world map? | **Our World Far and Wide** Five Ponds Press p. 26-29  
  **Assessments and Activities Binder** More Map Mastery p. 27  
  Grid Lock p. 25  
  Around the World Grid p. 26  
  I’m a Map Master p. 28 | **TAH** Third Grade Resource Room  
 (Log into Moodle and go to 3rd Grade Social Studies)  
 **Enhanced Scope and Sequence Activities and Assessments:**  
 **SOL Review Cards** |
| 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. | **Terms to know**  
  - 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. | | |

**Skills**  
Students will be able to:  
- Locate places on a grid system.  
- Identify and locate continents, oceans, and major features on maps and globes.  
- Draw maps of familiar areas.
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<thead>
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</table>
| Essential Understandings and Skills | SOL 3.5 The student will develop map skills by  
   d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Léon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia).  
   e) locating specific places using a simple letter-number grid system. | Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Quebec, Canada; and Jamestown, Virginia located on a map?  
   How is a simple letter-number grid system used to locate places on maps?  
   What are the names of the four hemispheres? | Our World Far and Wide  
   Five Ponds Press  
   p. 26-29  
   Assessments and Activities Binder  
   More Map Mastery p. 27  
   Grid Lock p. 25  
   Around the World Grid p. 26  
   I’m a Map Master p. 28 |  
| Skills | Skills |  
| Students will be able to:  
• Locate places on a grid system.  
• Identify and locate continents, oceans, and major features on maps and globes.  
• Draw maps of familiar areas. |  |  | TAH Third Grade Resource Room  
   (Log into Moodle and go to 3rd Grade Social Studies)  
   Enhanced Scope and Sequence Activities and Assessments:  
   SOL Review Cards |
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<tr>
<td>SOL 3.6 The student will read and construct maps, tables, graphs, and/or charts. Read and construct maps, tables, graphs, charts, and pictures to gather and display information. Maps are used to display information geographically.</td>
<td>What visual aids are used to gather, display, and classify information? Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information. <strong>Parts of a Map</strong>  - Map title  - Map legend  - Compass rose Maps may include a compass rose with intermediate directions of northeast, southeast, northwest, and southwest.</td>
<td><strong>Our World Far and Wide</strong> Five Ponds Press p. 30-31 p. 4-15 p. 22-25 <strong>Assessments and Activities Binder</strong> Off the Charts! p. 29</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies) Enhanced Scope and Sequence Activities and Assessments: SOL Review Cards</td>
</tr>
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<td>VA Standards of Learning (SOL) Essential Understandings and Skills</td>
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</table>
| **SOL 3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by** a) explaining the purpose of rules and laws. b) explaining that the basic purposes 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. | **What is government?**  
What are the basic purposes of government?  
Why is government necessary?  
**Terms to know**  
- 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.  
The purpose of rules and laws is to keep people safe and maintain order.  
The purpose of government is to make laws, carry out laws, and decide if laws have been broken.  
Governments are necessary because they develop the laws and protect the rights and property of individuals. | **Our World Far and Wide** Five Ponds Press p. 38-39  
**Assessments and Activities Binder** Rules Rule p. 36  
America’s Government p. 37 | **TAH Third Grade Resource Room**  
(Log into Moodle and go to 3rd Grade Social Studies)  
**Enhanced Scope and Sequence Activities and Assessments:**  
SOL Review Cards |
**VA Standards of Learning (SOL)**  
**Essential Understandings and Skills**

SOL 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by:

- describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law.

Some basic principles held by American citizens include the right to life, liberty, and the pursuit of happiness; and equality under the law.

Citizens have worked to defend American principles.

**Skills**  
**Students will be able to:**

- Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Gather, classify, and interpret information.

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| What are some basic principles commonly held by American citizens? | **Our World Far and Wide** Five Ponds Press p. 40-41 | TAH Third Grade Resource Room  
(Log into Moodle and go to 3rd Grade Social Studies) |
| How did American citizens work to defend American principles? | **Assessments and Activities Binder** | Enhanced Scope and Sequence Activities and Assessments: |

**Basic principles**

- 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.

Many people worked to defend the basic principles that formed the foundation of a republican form of government.
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| 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. The American people come from diverse ethnic and national origins and are united as Americans by basic American principles. Being an American is defined by the shared basic principles of the republican form of government. | **What unites the people of the United States?**
**What are some benefits of diversity in the United States?**
**Terms to know**
- Republican form of government: A representative democracy. 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. **Benefits of diversity**
- Food
- Clothing
- Music | **Our World Far and Wide** Five Ponds Press p. 56-61
**Assessments and Activities Binder** Diversity Pizza p. 45
Diversity Rocks p. 46
America, the Diverse p. 47 | TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)
Enhanced Scope and Sequence Activities and Assessments:
SOL Review Cards |
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<tr>
<th>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.</th>
<th>Essential Questions and Knowledge</th>
<th>Textbook and Children’s Literature Connections</th>
<th>Supporting Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do producers use natural, human, and capital resources to produce goods and services?</td>
<td>Our World Far and Wide Five Ponds Press p. 32-34</td>
<td></td>
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</tr>
<tr>
<td>What resources (natural, human, capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</td>
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<tr>
<td>Terms to know</td>
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<tr>
<td>• Natural resources: Materials that come from nature (water, soil, wood, coal).</td>
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<td>• Human resources: People working to produce goods and services.</td>
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<tr>
<td>• Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings).</td>
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<tr>
<td>• Producers: People who use resources to make goods and/or provide services.</td>
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<tr>
<td>• Goods: Things that people make or use to satisfy needs and wants.</td>
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<tr>
<td>• Services: Activities that satisfy people’s needs and wants.</td>
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</table>

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.

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.

Mali used human and capital resources to mine gold (natural resource).

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.

**Skills**

**Students will be able to:**

- Gather, classify, and interpret information.
- Draw conclusion and make generalizations about data.
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).

People make choices because they cannot have everything they want.

All choices require giving up something (opportunity cost).

**Skills**

- Gather, classify, and interpret information.
- Make decisions.
- Explain cause and effect relationships.

### Essential Questions and Knowledge

**Why does an economic choice involve giving up something else?**

**Terms to know**

- 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.

Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.

### Economic Choices

<table>
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<tr>
<th>Choices</th>
<th>Choices made</th>
<th>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>

### Textbook and Children's Literature Connections

- **Our World Far and Wide** Five Ponds Press p. 36-37
- **Assessments and Activities Binder** You Can’t Have It All p. 34
- **Making Choices** p. 35

### Supporting Materials

- TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)
- Enhanced Scope and Sequence Activities and Assessments:
  - SOL Review Cards
  - Economics Poster Set
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<thead>
<tr>
<th>VA Standards of Learning (SOL)</th>
<th>Essential Questions and Knowledge</th>
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</table>
| 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). | Why were storytellers so important in the empire of Mali?  
What do we know about the leaders of the empire of Mali?  
Why was the empire of Mali so wealthy? | Our World Far and Wide Five Ponds Press p. 12-13 | TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies) |
| Most of what we know about Mali's history comes from oral accounts that were handed down from Mali storytellers. Mali was ruled by rich and powerful kings. Early Mali was a wealthy trading empire before Columbus sailed to America. | Africa was the home to several great empires. One of the most prosperous was the empire of Mali. Many storytellers in Mali passed on traditions and stories from one generation to the next. 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. 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. Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books. | Assessments and Activities Binder  
The Majesty of Mali p. 13  
Salt of the Earth p. 14  
Mali Mysteries p. 15  
All About Mali p. 16 | Enhanced Scope and Sequence Activities and Assessments:  
SOL Review Cards  
Mali Poster Set |
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<tbody>
<tr>
<td>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. People and regions specialize because they cannot produce everything they want. People trade for things they need and want but do not have.</td>
<td>What is specialization? Why do those who specialize have to depend on others? Why do people trade? Specialization occurs when people focus on the production of selected kinds of goods and services. People and regions often specialize in the production of certain goods and services. Specialization encourages trade because people want goods and services that they do not have. People trade when individuals or groups benefit from the trade.</td>
<td><strong>Our World Far and Wide</strong> Five Ponds Press p. 34-35 <strong>Assessments and Activities Binder</strong> I Need You. You Need Me. p. 32</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies) Enhanced Scope and Sequence Activities and Assessments: SOL Review Cards</td>
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</table>
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.

The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.

The ancient Greeks and Romans have influenced the lives of people today.

Skills
Students will be able to:
• Locate and use information from print and non-print sources.
• Use resource materials.
• Gather, classify, and interpret information.

Terms to know
- 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.

Architecture
The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:
- Greece—The Parthenon (columns).
- Rome—The Colosseum and aqueducts (arches).

The Arts
Mosaics, sculpture, and paintings are displayed on buildings.
**VA Standards of Learning (SOL) Essential Understandings and Skills**

**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.

**Skills**
Students will be able to:
- Locate and use information from print and non-print sources.
- Use resource materials.
- Gather, classify, and interpret information.

**Sports**
Olympic games of today are modeled after the games of ancient Greece.

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<tr>
<td><strong>The Government of the United States</strong></td>
<td><strong>Our World Far and Wide</strong> Five Ponds Press p. 4-11</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</td>
</tr>
<tr>
<td>The government is based on the ideas developed in ancient Greece and Rome.</td>
<td><strong>Assessments and Activities Binder</strong></td>
<td>Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
<tr>
<td>▪ Greece: Birthplace of democracy (government by the people); a direct democracy.</td>
<td></td>
<td>SOL Review Cards</td>
</tr>
<tr>
<td>▪ Rome: Republican (representative) form of government; a representative democracy.</td>
<td></td>
<td>Ancient Civilizations Poster Set</td>
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</table>
| 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. | Where were ancient Greece, ancient Rome, and the empire of Mali located?  
What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?  
How did the people of ancient Greece, ancient Rome, and Mali adapt to and change their environment to meet their needs? | **Our World Far and Wide** Five Ponds Press p. 22-25  
**Assessments and Activities Binder** Characteristics Bingo p. 22-23  
Mighty Empires p. 24 | **TAH Third Grade Resource Room**  
(Log into Moodle and go to 3rd Grade Social Studies)  
**Enhanced Scope and Sequence Activities and Assessments:**  
**SOL Review Cards**  
**Map Skills Poster Set** |

Ancient Greece and Rome were located near the Mediterranean Sea.

The empire of Mali was located in the western region of the continent of Africa.

People adapt to their environment in different ways.

**Skills**

Students will be able to:  
- Identify and locate features on a map and globe.  
- Locate and use information from print and non-print sources.
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<td>continued</td>
<td>Human characteristics</td>
<td>Our World Far and Wide, Five Ponds Press p. 22-25</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</td>
</tr>
<tr>
<td>SOL 3.4 The student will develop map skills by</td>
<td>▪ Ancient Greece: Farmers, shipbuilders, and traders.</td>
<td></td>
<td>Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
<tr>
<td>a) locating Greece, Rome, and West Africa.</td>
<td>▪ Ancient Rome: Farmers, road builders, and traders.</td>
<td>Assesments and Activities Binder</td>
<td>SOL Review Cards</td>
</tr>
<tr>
<td>b) describing the physical and human characteristics of Greece, Rome, and West Africa.</td>
<td>▪ Empire of Mali: Farmers, miners, and traders.</td>
<td></td>
<td>Map Skills Poster Set</td>
</tr>
<tr>
<td>c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</td>
<td>Ways they adapted to their environments</td>
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<td></td>
<td>▪ Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains.</td>
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<tr>
<td></td>
<td>▪ Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea.</td>
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<td></td>
<td>▪ Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold.</td>
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Skills
Students will be able to:
- Identify and locate features on a map and globe.
- Locate and use information from print and non-print sources.
### VA Standards of Learning (SOL) Essential Understandings and Skills

**SOL 3.3** The student will study the exploration of the Americas by a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport.  

b) identifying reasons for exploring, the information gained, the results from the travels and the impact of these travels on American Indians.

The first explorers had different motivations, had different sponsors, and met different successes.

Due to European explorations, American Indians experienced changes to their cultures and environment.

### Essential Questions and Knowledge

**Who were some of the important European explorers from Spain, England, and France?**

**What were the different motivations of these early European explorers?**

**What were the successes of these early European explorers?**

**What were the effects of European explorations on American Indians?**

### Skills

**Students will be able to:**

- Locate and use information from print and non-print sources.
- Distinguish between relevant and irrelevant information.
- Gather, classify, and interpret information.

### Textbook and Children’s Literature Connections

- **Our World Far and Wide** Five Ponds Press p. 16-21
- **Assessments and Activities Binder** I Claim This Land For p. 17-18  
Which Way Shall I Go p. 19   
The Early Explorers p. 20-21

### Supporting Materials

- TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)
- Enhanced Scope and Sequence Activities and Assessments:
  - SOL Review Cards
  - Explorers Poster Set
SOL 3.3 The student will study the exploration of the Americas by
a) describing the accomplishments of Christopher Columbus, Juan Ponce
de Léon, Jacques Cartier, and Christopher Newport.
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<tr>
<td>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)</td>
<td>Our World Far and Wide Five Ponds Press p. 16-21 Assessments and Activities Binder</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies) Enhanced Scope and Sequence Activities and Assessments: SOL Review Cards Explorers Poster Set</td>
</tr>
<tr>
<td>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</td>
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<tr>
<td>Jacques Cartier France To colonize the New World Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim</td>
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<tr>
<td>Christopher Newport England To discover riches 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 To find a western sea route to Asia To colonize Virginia</td>
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Skills
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<td>SOL 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by</td>
<td>How did American citizens work to defend American principles?</td>
<td>The Civil Rights-Fight p. 39</td>
<td>TAH Third Grade Resource Room (Log into Moodle and go to 3rd Grade Social Studies)</td>
</tr>
<tr>
<td>a) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and Cesar Chavez.</td>
<td>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</td>
<td>American Jeopardy p. 40</td>
<td>Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
<tr>
<td>b) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms.</td>
<td></td>
<td>Great Americans p. 42</td>
<td>SOL Review Cards</td>
</tr>
<tr>
<td>c) describing how people serve the community, state, and nation.</td>
<td></td>
<td>Special Days p. 44</td>
<td>Famous Americans Poster Set</td>
</tr>
<tr>
<td></td>
<td>Citizens have worked to defend American principles.</td>
<td></td>
<td>Famous Americans Poster Set</td>
</tr>
</tbody>
</table>

**Skills**

**Students will be able to:**

- Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Gather, classify, and interpret information.
### SOL 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by


### Essential Questions and Knowledge

- **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.

### Textbook and Children’s Literature Connections

- **Our World Far and Wide** Five Ponds Press p. 42-55
- **Assessments and Activities Binder**

### Supporting Materials

- **TAH Third Grade Resource Room** (Log into Moodle and go to 3rd Grade Social Studies)
- **Enhanced Scope and Sequence Activities and Assessments:**
  - **SOL Review Cards**
  - **Famous Americans Poster Set**
### VA Standards of Learning (SOL) Essential Understandings and Skills

**SOL 3.11** The student will explain the importance of the basic principles that form the foundation of a republican form of government by:
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.
- d) describing how people can serve the community, state, and nation.

Veterans Day is the recognition of and respect for Americans who served in the military.

Memorial Day is the recognition of Americans who died in wars while they were serving their country.

There are many ways that people can serve their community, state, and nation.

#### Skills

**Students will be able to:**
- Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Gather, classify, and interpret information.

### Essential Questions and Knowledge

**Why do we recognize Veterans Day and Memorial Day?**

**How do people serve their community, state, and nation?**

#### Days to remember

- **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.

Some of the ways that people can serve their community, state, and nation include:
- Being a volunteer.
- Getting involved in community projects.
- Serving as a government official.
- Joining the military.
- Voting.

### Textbook and Children’s Literature Connections

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### Supporting Materials

- **TAH Third Grade Resource Room** (Log into Moodle and go to 3rd Grade Social Studies)
- **Enhanced Scope and Sequence Activities and Assessments:**
  - SOL Review Cards
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