First Nine Weeks

Grade: 3	Subject: Social Studies	Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
10	• Positioning and labeling the seven continents and five oceans to create a world map **(3.5a)**	• 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 located on a world map.	Smartboard Portaportal Brainpop Computers Learning Boards Maps Globes Worksheets Sorts Videos	Continent Ocean Map Position Placement Title Legend Key Globe Compass Rose Cardinal Directions Symbol Climate Location Appalachian Mountains Rocky Mountains James River Mississippi River Rio Grande River Great Lakes Peninsula	
10	• Use the equator and prime meridian to identify the four hemispheres **(3.5b)** • Locate specific places on a simple letter-number grid system. **(3.5e)**	• The student will be able to locate the equator and prime meridian in order to distinguish the four hemispheres. • The student will be able to identify the continents located in the four hemispheres using the equator and prime meridian. • The student will be able to read a letter-number grid system in order to locate specific places.	Interactive Notes United Streaming Brain Pop/Jr T-Tac Lesson Plans Intranet Study Island Solpass.org Interactive Velcro World Map	Prime Meridian Equator Hemispheres Position Placement Northern Southern Western Eastern Grid System Coordinate Exact Imaginary Lines	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Read and construct maps, tables, graphs, and/or charts. **(3.6)**	• The student will be able to read and construct maps, tables, graphs, and/or charts.	Classroom Maps World Globes	Physical Shapes Common Characteristics	

20	The student will explain the importance of the basic principles that form the foundation of a republican form of government by
	
	• Identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez; **(3.11b)**
	
	• Recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms; **(3.11c)**
		• The student will be able to identify the following based on their contributions to the republican form of government:
		  o 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.
		  o 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.
		  o 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.
		  o Rosa Parks: She was 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.
			You tube Graphic Organizers Brain Pop United Streaming Solpass.org Smart board Activities Interactive Notebooks Brain Pop Jr	Contributions basic principles republican, government Declaration of Independence equality equal rights United States Supreme Court justices African American observe peaceful recognition administer honor Veterans Day Memorial Day Freedom serve	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		○ 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. • The student will know the date of Veteran's Day and Memorial Day and understand the significance of celebrating these holidays.			

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

10	• 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. **(3.1)**	• **Terms to know**
		  o contribution: The act of giving or doing something
		  o direct democracy: A government in which people vote to make their own rules and laws
		  o representative democracy: A government in which the people vote for (elect) a smaller group of citizens 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.
		  o Greece: The Parthenon (columns)
		  o Rome: The Colosseum and aqueducts (arches)
		
		• **The arts**
		Mosaics, sculpture, and paintings are displayed on buildings.
		
		• **The government of the United States**
		The government is based on ideas developed in ancient Greece and Rome.
		  o Greece: Birthplace of democracy (government by the people); a direct democracy
		  o Rome: Republican (representative) form of government; a representative democracy
			Technology
			ES&S
				Principles of government
				Ancient
				Contribution
				Direct democracy
				Representative democracy
				Architectural styles
				Columns
				Parthenon
				Aqueducts
				Colosseum
				Arches
				Mosaics
				Sculpture	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		• **Sports** Olympic games of today are modeled after the games of ancient Greece.			
10	• Study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade). **(3.2)**	• Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali. • Many storytellers in Mali passed on stories and traditions 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 valuable 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.	Technology ES&S	Empire Traditions Generations Trade route Region Miners Timbuktu Wealth Prosperous Wealth Preserving Natural resources	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

10	• Locating Greece, Rome, and West Africa **(3.4a)**
	
	• Describing the physical and human characteristics of Greece, Rome, and West Africa **(3.4b)**
	
	• Explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs. **(3.4c)**
		• **Terms to know**
		  o characteristics: Different traits
		• **Physical characteristics**
		  o Ancient Greece: Located on a peninsula with many islands, mountains, and hills; surrounded by the Mediterranean Sea; had limited rich soil
		  o Ancient Rome: Located next to a river; built on many hills; had limited rich soil
		  o Empire of Mali: Located in West Africa near rivers and in a grassland region; had gold mines
		• **Human characteristics**
		  o Ancient Greece: Farmers, shipbuilders, traders
		  o Ancient Rome: Farmers, road builders, traders
		  o Empire of Mali: Farmers, miners, traders
		• **Ways people adapted to their environments**
		  o Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small, independent communities developed because of the many mountains.
		  o Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea.
		  o Empire of Mali: Salt was an important natural resource needed in Mali. Gold from Mali was traded for salt.
			Technology
			ES&S
			Textbooks
				Characteristics
				Physical
				Human
				Traits
				Adaptations
				Environment
				Surrounded
				Independent community
				Mediterranean Sea
				Limited rich soil
				Position
				Label
				Identify
				Conditions
				Developed	

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

10	• Describe the accomplishments of **Christopher Columbus**, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport **(3.3a)**
	• Identify reasons for exploring, the information gained, the results from the travels, and the impact of the travels on American Indians **(3.3b)**
		• The student will understand and interpret information about Christopher Columbus:
		  o sponsor - Spain
		  o reasons for exploration - to find a western sea route to Asia
		  o successes/achievements - first European to discover a sea route to America; discovered western hemisphere
		  o claimed - San Salvador
		  o impact on American Indians - deadly diseases were introduced; exploration lead to settlement; settlements lead to relocation of the American Indians from their homeland.
			T-Tac Lesson Plans
			Brain Pop Jr.
			United Streaming
			Solpass.org
			Interactive Notes
			Frayer Model
			Mnemonic
			Europe's Famous Searchers
			Books:
			Christopher Columbus by Mary Dodson Wade;
			Christopher Columbus-Young Explorer by Kathleen Kudlinski;
			North American Exploreres by Yannick Oney;
			Explorers by Michael Gravois;
			Explorers by Tim Bailey
				Christopher Columbus
				Europe
				European
				Explorers
				Motivations
				discover
				discovery
				success
				sea route
				conquer
				colonize
				sponsor
				voyage
				Spain
				San Salvador
				Bahamas
				New World	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Locating the countries of Spain, England, and France **(3.5c)** • Locate 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). **(3.5d)**	• England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America. • Locate San Salvadore in the Bahamas as the region explored by Christopher Columbus			

	• Describe the accomplishments of Christopher Columbus, **Juan Ponce de Leon,** Jacques Cartier, and Christopher Newport **(3.3a)**
	
	• Identify reasons for exploring, the information gained, the results from the travels, and the impact of the travels on American Indians **(3.3b)**
		• The student will understand and interpret information about Juan Ponce de Leon:
		  o sponsor - Spain
		  o reasons for exploration - discover riches and land to conquer
		  o successes/achievements - first European to land in Florida and claimed Florida for Spain
		  o claimed - St. Augustine, Flordia
		  o impact on American Indians - deadly diseases were introduced; exploration lead to settlement; settlements lead to relocation of the American Indians from their homeland.
			T-Tac Lesson Plans
			United Streaming
			Solpass.org
			Interactive Notes
			Frayer Model
			Mnemonic
			Europe's Famous Searchers
			Books: *North American Explorers* by Yannick Oney;
			Explorers by Michael Gravois;
				Juan Ponce de Leon
				Europe
				European
				explorers
				motivations
				discover
				discovery
				success
				sea route
				conquer
				colonize
				sponsor
				voyage
				Spain
				St. Augustine, Florida
				New World	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
			Explorers by Tim Bailey		
	• Locate 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). **(3.5d)**	• Locate St. Augustine, Florida as the region explored by Juan Ponce de Leon			

10	• Describe the accomplishments of Christopher Columbus, Juan Ponce de Leon, **Jacques Cartier,** and Christopher Newport **(3.3a)**
	
	• Identify reasons for exploring, the information gained, the results from the travels, and the impact of the travels on American Indians **(3.3b)**
		• The student will understand and interpret information about Jacques Cartier:
		  o sponsor - France
		  o reasons for exploration - colonize the New World
		  o successes/achievements - gave France a claim to North America
		  o claimed - Quebec, Canada
		  o impact on American Indians - deadly diseases were introduced; exploration lead to settlement; settlements lead to relocation of the American Indians from their homeland.
			T-Tac Lesson Plans United Streaming Solpass.org Interactive Notes Frayer Model Mnemonic Europe's Famous Searchers **Books**: *Jacques Cartier Exploring the St. Lawrence River* by Jennifer Lackey;	Jacques Cartier Europe European explorers motivations discover discovery success sea route conquer colonize sponsor voyage France Quebec Canada New World	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
			Explorers by Michael Gravois; *Explorers* by Tim Bailey		
	• Locate the regions in the Americas explored by C. Christopher (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida**),** **Jacques Cartier (near Quebec, Canada),** and Christopher Newport (Jamestown, Virginia). **(3.5d)**	• Locate Quebec, Canada as the region explored by Jacques Cartier			
	• Locate the regions in the Americas explored by C. Christopher (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and **Christopher Newport (Jamestown, Virginia). (3.5d)**	• Locate Jamestown, Virginia and the Fall Line			

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
6	• 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. **(3.7)**	• The student will be able to compare the three Ancient civilizations and their use of natural, human, and capital resources in the production of goods and services.	Graphic Organizers Brain Pop United Streaming SOLpass.org Interactive Notebooks	Specialize, natural resources, capital resources, human resources, producers, consumers, depend/ dependence	
6	• Recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest. **(3.8)**	• The student will be able to identify that certain regions specialize in one good based on resources available. The student will be able to understand the need for trade.	Graphic Organizers Brain Pop United Streaming SOLpass.org Interactive Notebooks Book: *The Lorax*	specialize natural resources capital resources human resources producers consumers depend/ dependence trade barter	
6	• Identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice). **(3.9)**	• The student will understand that economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.	Graphic Organizers Brain Pop United Streaming Solpass.org Video: *Econ and Me* Smart Board Activities Interactive Notebooks	opportunity cost benefits economic choice saving spending possibilities monetary cost	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
10	The student will recognize the importance of government in the community, Virginia, and the United States of America by • Explaining the purpose of rules and laws **(3.10a)** • Explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken **(3.10b)** • Explaining that government protects the rights and property of individuals. **(3.10c)**	• The student will be able to defend the purpose of rules and laws understanding that they are used to keep people safe and maintain order. • The student will recognize the purpose of government and its rule in making laws, carrying out laws, and deciding if laws have been broken. • The student will explain how governments are necessary because they develop the laws and protect the rights and property of individuals.	United streaming Book: *Ben's Guide to U.S. Government* solpass.org Book: *Crazy Laws* Interactive notebooks Study Island	government rights property protect republican democracy rules laws community citizen,	
10	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; **(3.11a)**	• The student will be able to acknowledge that the basic principles of life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. • The student will be able to identify that many people worked to defend the basic principles that formed the foundation of a republican form of government.	United streaming solpass.org Interactive notebooks Study Island	government rights property protect republican democracy rules laws community citizen liberty principles equality,	

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Describing how people can serve the community, state, and nation. **(3.11d)**	• The student will understand the need to serve their community, state, and nation.			
10	• 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. **(3.12)**	• The student will be able to recognize that 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.	School House Rock You tube, United Streaming Brain Pop Book: *Is There Really a Human Race?* Interactive Notebooks Book: *We All Sing With The Same Voice* solpass.org Study Island	ethnic customs traditions diversity origins celebrations	