

**Grade 3 Social Studies Map (Master)**

September 2020

Content	Skills	Learning Targets	Assessment & Standards	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li>● <b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li>● <b>WHAT IS A GOOD CITIZEN?</b></li> <li>● <b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <i>What are landmarks in our community?</i></li> <li>● <i>What are the four cardinal directions on a map?</i></li> <li>● <i>What are the four intermediate directions on a map?</i></li> <li>● <i>What is a map key or map legend?</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize what a compass rose is and how to use it on a map.</li> <li>2. Memorize and name the 4 cardinal and intermediate directions.</li> <li>3. Identify symbols and locate places on a map.</li> <li>4. Create and interpret simple maps using the map elements of title, direction, symbols and a map key.</li> </ol>	<p>T1 I can recognize a compass rose and how it is used on a map.</p> <p>T2 I can identify the four cardinal directions and the intermediate directions.</p> <p>T3 I can identify symbols and locate places on a map.</p> <p>T4 I can credit and/or interpret maps using a compass rose, symbols, and key.</p>	<p>CA- Map Skills Quiz</p> <p>FA-What’s the direction</p> <p>FA-Colored Arrows</p> <p>FA-Stop Think!</p> <p>FA:Space Zoo</p> <p><b>State Standards:</b></p> <p><b>3.3.1.1.1</b></p> <p><b>3.3.1.1.2</b></p> <p><b>3.3.3.6.1</b></p> <p><b>3.3.3.8.1</b></p>	<p>Map Skills Review Packet</p> <p>Map Skills Slides</p> <p>Make a map worksheet</p> <p>Me on the Map book</p> <p>Map Skills Scoot Activity</p> <p>Nystrom Map Champ Atlas</p>

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<ul style="list-style-type: none"> <li>• <i>What is a map symbol?</i></li> </ul>				
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**October**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>

**November**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li>• <b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li>• <b>WHAT IS A GOOD CITIZEN?</b></li> <li>• <b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ Communities and Their Histories Chpt. 7</i></p> <p>1. <i>Explorers Come to North America</i>                  2. <i>A Spanish Community</i>                  3. <i>A French Community</i>                  4. <i>An English Community</i></p>	<ol style="list-style-type: none"> <li>1. Explain the different views about land ownership between Native Americans and Europeans</li> <li>2. Identify different European explorer.</li> <li>3. Identify different European settlements established in North America</li> </ol>	<p>T1- I can identify the different viewpoints of land ownership between the Native Americans and Europeans.</p> <p>T2- I can name 3 countries that sent explorers to the Americas and where they established settlements.</p>	<p>CA Test</p> <p>FA- Country Match (Europe to North America colony area)</p> <p>FA-Viewpoint of land ownership</p> <p><b>State Standards:</b></p> <p><b>3.4.1.2.1</b></p> <p><b>3.4.1.2.2</b></p> <p><b>3.4.3.7.1</b></p> <p><b>3.4.3.9.1</b></p>	<p>Ch. 7 packet</p> <p>Explorer Research Project (optional)</p>

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**December**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li>● <b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li>● <b>WHAT IS A GOOD CITIZEN?</b></li> <li>● <b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <b>Technology Changes Communities Chpt. 8</b></li> <li>● 1. Transportation Over Time</li> <li>● 2. Communication Over Time</li> <li>● 3. Inventions Over Time</li> </ul>	<p><b>Technology Changes Communities Chpt. 8</b></p> <ol style="list-style-type: none"> <li>1. Identify how new forms of transportation allowed people to move around.</li> <li>2. Explain how new forms of communication help people keep in touch.</li> <li>3. Identify inventors and their inventions and how they made the lives of people easier.</li> <li>4. Identify new medicines and ways to fight disease and how they improved the health of the people around the world</li> </ol>	<p>T1- I can identify how new forms of transportation allowed people to move around the country</p> <p>T2- I can explain how new forms of communication help people connect.</p> <p>T3- I can explain how new inventors and inventions made people’s lives easier.</p> <p>T4- I can identify how new medicine and ways to fight disease improved the health of people around the world.</p> <p>T5- I can name the number of years in a decade and century.</p>	<p><b>Technology Changes Communities Chpt. 8</b></p> <p>CA -Ch. 8 Test- History of Communities</p> <p>FA-List 4 kinds of Transportation</p> <p><b>State Standards:</b></p> <p><b>3.4.1.1.1</b></p> <p><b>3.4.1.1.2</b></p> <p><b>3.4.1.3.1</b></p> <p><b>3.4.2.5.1</b></p> <p><b>3.4.3.8.1</b></p>	<p><b>Technology Changes Communities Chpt. 8</b></p> <p>Ch. 8 slides</p> <p>Ch. 8 packet</p> <p>Invention Research Project</p> <p>(Technology piece)</p> <p>(Public Speaking)</p> <p>Scoot Activity</p> <p>Timeline project</p>

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<ul style="list-style-type: none"> <li>4. Medicine Improves Over Time</li> </ul>				
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**January**

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<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li><b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li><b>WHAT IS A GOOD CITIZEN?</b></li> <li><b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ: Making Choices-Ch 9</i></p> <ul style="list-style-type: none"> <li>1. Earning, Spending, and Saving</li> <li>2. Choosing Wisely</li> <li>3. A Community Business</li> </ul>	<p><b>Making Choices-Ch 9</b></p> <ol style="list-style-type: none"> <li>Identify ways to earn money.</li> <li>Recognize that a budget is a plan that shows income, spending, and saving.</li> <li>Compare and contrast economic choice and opportunity cost.</li> <li>Explain how people make choices about goods and services.</li> <li>Explain how the cost of production and selling price affects profits.</li> </ol>	<p>T1- I can explain different ways people earn money.</p> <p>T2- I can identify the difference between income, spending, and saving through a budget.</p> <p>T3-I can identify how the cost of production and selling price affect profit.</p>	<ol style="list-style-type: none"> <li>CA=Ch. 9 Test</li> <li>FA-Making Choices Quiz Lesson 1</li> <li>FA-Making Choices Quiz Lessons 2 and 3</li> </ol> <p><b>State Standards:</b></p> <p><b>3.2.1.1.1</b></p> <p><b>3.2.2.2.1</b></p>	<p>Ch. 9 Making choices packet</p> <p>Ch. 9 Making Choices Slides</p> <p>Opportunity Cost lesson</p>

**February**

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<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li>● <b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li>● <b>WHAT IS A GOOD CITIZEN?</b></li> <li>● <b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>● <b>Making Goods-Ch 10</b></li> <li>● 1. Using Resources</li> <li>● 2. Depending on Others</li> </ul>	<p><b>Making Goods-Ch 10</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between producers and consumers.</li> <li>2. Explain how producers use natural resources, human resources, and capital resources to produce goods and earn money.</li> <li>3. Define and identify examples of scarcity.</li> </ol> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p>T1- I can explain the difference between a producer and a consumer.</p> <p>T2- I can identify the difference between natural, capital, and human resources.</p> <p>T3- I can determine scarcity in products and resources.</p>	<p><b>Making Goods-Ch 10</b></p> <p>CA=Chapter 10 test Making Goods</p> <p>FA-Making Goods Lessons 1 and 2</p> <p><b>State Standard</b></p> <p><b>3.2.3.5.1</b></p> <p><b>3.2.3.5.2</b></p>	<p><b>Making Goods-Ch 10</b></p> <p>Ch. 10 Making Goods Packet</p> <p>Ch 10. Study Guide</p> <p>Ch. 10 Making Goods Slides</p> <p>If You Made a Million book</p> <p>Producer/Consumer Pics</p>

**March**

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<ul style="list-style-type: none"> <li>●</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> </ol>			

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April

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<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY IS THE HISTORY OF COMMUNITIES IMPORTANT?</b></li> <li>● <b>WHAT CHOICES DO PEOPLE MAKE WHEN SPENDING MONEY?</b></li> <li>● <b>WHAT IS A GOOD CITIZEN?</b></li> <li>● <b>HOW DO MAPS HELP US?</b></li> </ul> <p><i>UEQ:</i> Rights and Responsibilities-Ch 11</p> <ul style="list-style-type: none"> <li>● 1. Governments in the past</li> <li>● 2. United States Government</li> <li>● 3. Being a Good Citizen</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify different points of view</li> <li>2. Explain how the Declaration of Independence, the Constitution, and the Bill of Rights have influenced our country.</li> <li>3. Describe rights and responsibilities that citizens have.</li> <li>4. Explain the importance of voting.</li> </ol>	<p>T1- I can identify the difference between the Declaration of Independence, the Bill of Rights, and Constitution and know why they are important to our country.</p> <p>T2- I can recognize the difference between a right and responsibility.</p> <p>T3- I can explain the importance of voting.</p>	<p><b>Rights &amp; Responsibilities-Ch 11</b></p> <p>CA- Government - Ch. 11 Test</p> <p>FA-3 Documents (Declaration of Independence, Bill of Rights, US Constitution)</p> <p>FA-Right or Responsibility</p> <p><b>State Standards:</b></p> <p><b>3.1.1.1.1</b></p> <p><b>3.1.2.3.1</b></p>	<p>Ch. 11 Packet</p> <p>Optional Class Election Activity or Voting activity in packet</p> <p>Ch. 11 Kahoot</p> <p>This is America, Charlie Brown; The Complete Series</p>

May

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p><b>Your Local Government-Ch 12</b></p> <p>1. Community Services</p> <p>2. Community Leaders</p> <p>3. State Government</p>	<p><b>Your Local Government-Ch 12</b></p> <ol style="list-style-type: none"> <li>1. Describe the types of services that local governments provide?</li> <li>2. Explain how community leaders help their community meet its needs.</li> <li>3. Describe the three branches of the government and what each one is responsible for.</li> </ol>	<p>T1- I can describe the three branches of government and their responsibilities.</p> <p>T2- I can identify the types of services the local government provide.</p> <p>T3- I can identify the different kinds of the leaders in the local community and their responsibilities.</p>	<p>CA- Government - Ch. 12 Test</p> <p>FA-Government Services</p> <p>FA-Government Branches</p> <p><b>State Standards:</b></p> <p><b>3.1.4.7.1</b></p> <p><b>3.1.4.7.2</b></p>	<p><b>Your Local Government-Ch 12</b></p> <p>Ch. 12 Government Slides</p> <p>Ch. 12 Packet</p>
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Additional Resources:

Martin Luther King Jr., I Have a Dream DVD