Curriculum Map - 3rd Grade - Social Studies

First Quarter

BIG IDEA: Citizenship

1. Enduring Understanding:	**Essential Question 1:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.5.3.4 Discuss the proper etiquette for the American flag	*I will discuss the etiquette for the American flag.			*Introduction AR 18-19	*etiquette

BIG IDEA: Map Skills

2. Enduring Understanding:	**Essential Question 2:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.3.1 Define *absolute location*	*I will define absolute location.			*Introduction AR 2-3 Also Addressed In: *Chapters: 5, 6, 12	*absolute location
	G.1.3.4 Identify on which continent and in which *hemispheres* the United States is located	*I will identify the continent and hemispheres where the United States is located.			*Introduction AR 2-3	*continent *hemispheres
	G.1.3.5 Identify the following using a globe or a map: *Equator, Prime Meridian, North Pole, South Pole*	*I will identify the Equator *I will identify the Prime Meridian. *I will identify the North Pole. *I will identify the South Pole.			*Introduction AR 2-3 Also Addressed In: *H-13, Chapters 4, 12	*identify *Equator *Prime Meridian *North Pole *South Pole
	G.1.3.6 Divide the earth into the four hemispheres using a map or globe: northern, southern, eastern, western	*I will use a map or globe to divide the earth into the four hemispheres.			*Introduction AR 2-3 Also Addressed in: *Chapter 4	*hemisphere *Northern Hemisphere *Southern Hemisphere *Eastern Hemisphere *Western Hemisphere
	G.1.3.7 Identify the seven continents	*I will identify the seven continents.			*Introduction AR 2-3 Also Addressed in: *Chapters 1, 2, 4, 10	*continent *hemispheres

(continued) **2. Enduring Understanding:**	G.1.3.13 Locate places on contemporary maps using *cardinal* and *intermediate directions, map scales, legends,* and *titles*	*I will locate places on a map using cardinal and intermediate directions. *I will locate places on a map using a map scale. *I will locate places on a map using legends and titles.			*Chapter 1 Also addressed in: *Chapters: 2, 3, 6, 7, 8, 10-12	*intermediate directions *cardinal directions *map scale *legend *title
	G.1.3.14 Label physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast, peninsula, plain, plateau	*I will label rivers, lakes, oceans, coasts, and islands. *I will label mountains, deserts, peninsulas, plains, and plateaus.			*Chapter 1 Also addressed in: *Chapter 7	*landform * physical feature *rivers *lakes *oceans *coasts *island *deserts *peninsula *plain *plateau
	G.1.3.15 Create a *physical map* that includes the following: title, compass rose, legend/key	*I will create a physical map with a title, compass rose and a legend or key.			*Introduction H 10-20	*physical map *compass rose *legend *key
	G.2.3.3 Identify reasons people live in *rural, urban* and *suburban* areas	*I will identify why people live in rural, urban and surburban areas.			*Chapter 2 Also addressed in: *Chapter 3	*urban *rural *suburban
BIG IDEA: Arkansas History						
3. Enduring Understanding:	**Essential Question 3a:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.3.2 Name and locate the states that border Arkansas	*I will name and locate the states that border Arkansas.			*Introduction AR 2-3	*locate *border
	G.1.3.8 Locate mountain ranges in Arkansas: Ozark, Ouachita	*I will locate the Ozark and Ouachita mountain ranges in Arkansas.			*Introduction AR 4-5	*Ozark Mountaiins *Ouachita Mountains
	G.1.3.9 Locate major rivers in Arkansas: Arkansas, Mississippi, Red, White, Ouachita, St. Francis	*I will locate the major rivers in Arkansas: Arkansas, Mississippi, Red, White, Ouachita, St. Francis.			*Introduction AR 4-5	*river *Arkansas River *Mississippi River *Red River *White River *Ouachita River *St. Francis River

(continued) **3. Enduring Understanding:**	G.2.3.2 Identify cultural traits of ethnic groups that live in Arkansas	*I will identify cultural traits of different groups in Arkansas.			*Introduction AR 14-15	*cultural traits *ethnic groups
	G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas	*I will identify characteristics of early settlements in Arkansas. *I will compare and contrast early settlements to today's communities in Arkansas			*Introduction AR 6-7, 10-11, 32	*compare *contrast *settlement *contemporary community *human characteristics
	Essential Question 3b:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.3.1 Research the history of the Arkansas flag	*I will research the history of the Arkansas flag.			*Introduction AR 18-19, 32	*research
	H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, Civil Rights Movement)	*I will examine why Maya Angelou is important to Arkansas history. *I will examine why the Civil War is important to Arkansas history. *I will examine why the Civil Rights Movement is important to Arkansas History.			*Introduction AR 10-13	*Maya Angelou *Civil War *Civil Rights Movement
	H.6.3.14 Describe the early American Indian cultures in Arkansas	*I will describe the early American Indian cultures in Arkansas.			*Introduction AR 6-7, 10-11, 32	*American Indian *culture
	H.6.3.17 Identify the factors leading to the purchase of Louisiana	*I will identify what led to the purchase of Lousiana.			*Introduction AR 16-17	*identify *factors *Louisana Purchase
	H.6.3.19 Recognize that Arkansas was part of the Louisiana Purchase	*I will recognize that Arkansas was part of the Louisiana Purchase.			*Introduction AR 16-17	*Louisicana Purchase

Curriculum Map - 3rd Grade - Social Studies

Second Quarter

BIG IDEA: Map Skills

4. Enduring Understanding:	**Essential Question 4:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.3.11 Explain the purpose of a *physical map*	*I will explain why people use physical maps.			*Chapter 5 pgs. 148-149	*phsical map *purpose
	G.1.3.12 Utilize the map *key/legend* to interpret *physical maps*	*I will utilize a map key/legend.			*Chapters 6 Also addressed in: *Chapters 7, 8 & 10	*utilize *map key *legend

BIG IDEA: Citizenship

5. Enduring Understanding:	**Essential Question 5:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g. National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)	*I will examine the importance of the National Anthem, Pledge of Allegiance and American Flag to citizenship. * I will examine the importance of the Liberty Bell and the Statue of Liberty to citizenship. *I will examine the importance of the United States Constitution to			*Chapter 3 Also addressed in: *Introduction AR 16-19 *Chapters 4, 11	*examine *citizenship *national symbols *National Anthem *Liberty Bell *Pledge of Allegiance *Statue of Liberty *United States Constitution
	H.6.3.6 Recognize individuals who contributed to the common good of society (e.g. Rosa Parks, Susan B. Anthony, Cesar Chavez)	*I will recognize how Rosa Parks added to the common good of society. *I wil recognize how Susan B. Anthony added to the common good of society. *I will recognize how Cesar Chavez added to the			*Chapter 3 Also addressed in: *Biographies *Introduction Ar 12-13 *Chapters 1-2, 4, 6-8, 11,13	*recognize *contributed *society *Rosa Parks *Susan B. Anthony *Cesar Chavez

BIG IDEA: Culture						
6. Enduring Understanding:	**Essential Question 6:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.2.3.1 Discuss several customs in the United States and tell how they originated (e.g., greetings, fireworks, parades)	*I will discuss several United States customs and how they originated.			*Chapter 4 Also addressed in: *Introduction AR 14-15 *Chapters 3, 5 *Chapter 5	*custom *originate *parade
	H.6.3.19 Identify similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools	*I will identify how pilgrim and American Indian housing, clothing and food are the same and different. *I will identify how pilgrim and American Indian traditions and tools are the same and different.			*Chapter 4 Also addressed in: *Introduction AR 8-9	*similarities *differences

BIG IDEA: Regions						
7. Enduring Understanding:	**Essential Question 7:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.3.3 Discuss the characteristics that define a region: *takes up area *has boundaries *has special features	*I will discuss that a region takes up area and has boundaries. *I will discuss that a region has special features.			*Chapters 5-6 Also addressed in: *AR 2-3	*characteristics *region
	G.1.3.10 Describe how seasonal weather changes affect the environment	*I will describe how seasonal weather changes affect the environment.			*Chapter 5	*environment *seasonal *affect
	H.6.3.10 Examine land development and its impact on a community	*I will examine land development and how it affects a community.			*Chapter 2 Also addressed in: *Chapters 5-6	*impact *development *community

BIG IDEA: Physical Environment						
8. Enduring Understanding:	**Essential Question 8:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.3.3 Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining)	*I will describe how people change their environment by farming and irrigation. *I will describe how people change their environment by building dams, pit mining and using environmental lighting.			*Chapters 5-6 Also addressed in: *AR 28-29 *Chapter 11	*alter *affect *environmental lighting *irrigation *pit mining *farming *building dams
	G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation	*I will discuss ways to practice conservation in my school and community.			*Chapter 5	*conservation *environment

Curriculum Map - 3rd Grade - Social Studies

Third Quarter

BIG IDEA: Settlements

9. Enduring Understanding	**Essential Question 9:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)	*I will describe human settlements like cities, towns, communities and villages.			*Chapter 7 Also addressed in: *Chapters 1-3, 6	*human settlements *cities *towns *communities *villages
	H.6.3.11 Identify Jamestown as the first permanent American settlement	*I will identify Jamestown as the first permanent settlement.			*Chapter 7	*Jamestown *permanent *settlement
	H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown	*I will discuuss how John Smith helped start the Jamestown settlement.			*Chapter 7	*Jamestown *permanent *settlement
	H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)	*I will identify why gold, tobacco and religion led to the establishment of the thirteen colonies.			*Introduction AR 8-9 *Correlation:* Chapter *7, G.3.3.2*	*thirteen colonies *tobacco *gold *religion *establishment

BIG IDEA: Explorers

10. Enduring Understanding	**Essential Question 10:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.3.16 Identify the following explorers: Hernando Desoto, La Salle/De Tonti, Marquette/Joliet	*I will identify the explorer Hernando Desoto. *I will identify the explorers La Salle and De Tonti. *I will identify the explorers Marquette and Joliet.			*Chapter 7 Also addressed in: *Introduction Ar 10-11	*explorer *Hernando Desoto *La Salle/De Tonti *Marquette/Joliet

BIG IDEA: Historical Conflict						
11. Enduring Understanding	**Essential Question 11:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.3.3 Discuss that conflicts between countries can lead to war	*I will discuss that conflicts between countries can lead to war.			*Chapter 7 Also addressed in: *Introduction Ar 12-13	*conflicts *war
	H.6.3.4 Discuss the meaning of revolution	*I will discuss the meaning of revolution.			*Introduction Ar 12-13 *Correlation:* *Chapter 7, H.6.3.3*	*revolution
	H.6.3.5 Discuss the meaning of civil war	*I will discuss the meanng of civil war.			*Introduction Ar 12-13 *Correlation* : *Chapter 7, H.6.3.3*	*civil war

BIG IDEA: Historical Change						
12. Enduring Understanding	**Essential Question 12:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.3.7 Analyze a *timeline* that illustrates selected historical events	*I will analyze a historical timeline.			*Chapter 8	*timeline *historical
	H.6.3.8 Compare artifacts from events in various periods of	*I will compare artifacts from different events in history.			*Chapter 7-8 Also addressed in: *Introduction AR 30-31 *Chapter 11	*artifacts *compare

BIG IDEA:Transportation						
13. Enduring Understanding	**Essential Question 13:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.3.1 Discuss different types of transportation and communication links between communities	*I will discuss different types of transportation between communities. *I will discuss different types of communication links between communities			*Chapter 8 Also addressed in: *Chapters 2, 3, 6, 10	*transportation *communication links
	H.6.3.15 Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)	*I will identify types of transportation of the westward movement, like wagons, horses and railroads			*Chapter 8	*westward movement *wagons

BIG IDEA:Technology						
14. Enduring Understanding	**Essential Question 14:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.3.9 Identify ways in which technology has changed the machines, cell phones)	*I will identify ways computers, fax machines and cell phones have			*Chapter 8 Also addressed in: *Introduction AR 30-31	*identify *fax machines

Curriculum Map - 3rd Grade - Social Studies

Fourth Quarter

BIG IDEA: Government

15. Enduring Understanding:	**Essential Question 15:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.3.1 Discuss why government is necessary at the local level	*I will discuss why local government is necessary.			*Chapter 11 Also addressed in: *Chapters: 12, 3	*government *local level
	C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protections, public parks, public schools, roads)	*I will describe the responsibilities and services of local government like law enforcement, fire protection, publc parks, schools & roads.			*Chapter 12 Also addressed in: *Chapter 7	*responsibility *law enforcement *fire protection *public
	C.4.3.3 Identify the three levels of government: local, state, and federal	*I will identify the three levels of government: local, state and federal.			*Chapter 12	*government *local government *state government *federal government
	C.4.3.4 Identify the fundamental ideals of *democracy* (e.g., human rights, justice, common good, equal opportunity)	*I will identify important ideals of democracy like human rights and equal opportunity. *I will identify important ideals of democracy like common good and justice			*Chapter 11 Also addressed in: *Introduction AR 16-17 *Chapter 3	*democracy *human rights *justice *common good *equal opportunity *ideals

BIG IDEA: Citizenship

16. Enduring Understanding:	**Essential Question 16:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism): local, state, federal	*I will describe how citizens help improve their local, state and federal communities.			*Chapter 11 Also addressed in: *Citizen Heroes Chapters 1, 3, 6, 8, 9, 12	*citizen *local *state *federal *sevice projects *volunteerism
	C.5.3.3	*I will describe the election			*Chapter 11 *Chapter 12	*election process

BIG IDEA: Economics						
17. Enduring Understanding:	**Essential Question 17:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.7.3.1 Determine that people make *trade offs* to get the most benefit from scarce resources	*I will determine that people make trade offs.			*Chapter 9 Also addressed in: *Introduction AR 26-27 *Chapter 1	*scares resources *trade offs
	E.7.3.2 Evaluate examples from the local community that illustrate *scarcity*	*I will evaluate examples of scarcity in my community.			*Chapter 10 Also addressed in: *Introduction AR 26-27	*scarcity
	E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the *decision making model*	*I will recognize the parts of the decision making model.			*Chapter 9	*decision making model *stating the problem *listing the alternatives
	E.8.3.6 Define profit	*I will define profit.			*Chapter 9 Also addressed in: *Introduction AR 22-23 *Chapters 7, 10	*profit
	E.8.3.5 Define and discuss characteristics of an *entrepreneur*	*I will define and discuss characteristics of an entrepreneur.			*Chapter 9 Also addressed in: *Introduction AR 22-23 *Chapter 2	*entrepreneur
	E.8.3.1 Discuss *human capital*	*I will discuss human capital.			*Introduction AR 22-23 Also addressed in: *Chapter 10	*human capital *producer *consumer
	E.8.3.2 Recognize ways people become more skillful in the workplace	*I will recognize ways people become better workers.			*Introduction AR 22-23 Also addressed in: *Chapter 10	*workplace
	E.8.3.3 Recognize the product associated with the *natural resources* from which it is created	*I will recognize how products are connected to the natural resources they came from.			*Chapter 10	*natural resources *associated *product
	E.8.3.4 Explain how *capital resources* are related to specific jobs	*I will explain how capital resources are related to specific jobs.			*Introduction AR 22-23 Also addressed in: *Chapter 10	*capital resources
	E.8.3.5 Define and discuss characteristics of an *entrepreneur*	*I will define and discuss characteristics of an entrepreneur.			*Introduction AR 22-23 Also addressed in: *Chapters 9, 2	*entrepreneur
(continued) **17. Enduring Understanding:**	E.9.3.1 Research items that represented money beads, pelts)	*I will research how shells, beads and pelts were used as money.			*Introduction AR 20-21 Also addressed in: *Chapter 9	*beads *shells *pelts

	E.9.3.2 List and explain the functions of money: *medium of exchange, measure of value, store of value*	*I will list the functions of money. *I will explain how money is used as a medium of exchange. * I will explain how money is used as a measure of value. *I will explain how money is used as a store of value			*Introduction AR 20-21 Also addressed in: *Chapter 9	*functions of money *medium of exchange *measure of value *store of value
	E.9.3.3 Discuss costs and benefits of saving in a financial institution	*I will discuss the costs and benefits of saving money in a bank.			*Introduction AR 20-21 Also addressed in: *Chapter 9	*costs *benefits *financial institution
	E.9.3.4 Identify and explain the role of each *productive resource* in producing a *good* or *service* (e.g., school lunches)	*I will identify and explain how resources produce goods and services.			*Introduction AR 32 Also addressed in: *Chapter 9	*productive resource *good *service
	E.9.3.5 Research *goods and services* provided by *markets* in the local community	*I will research goods in my community. *I will research services in my community.			*Introduction AR 24-25 Also addressed in: *Chapter 9	*goods *services *markets
	E.9.3.6 Describe the benefits of *voluntary exchange* (e.g., trade)	*I will describe the benefits of trading.			*Introduction AR 24-25 Also addressed in: *Chapters 10, 1	*benefits *voluntary exchange *barter *trade
	E.9.3..7 Recognize the connection between *specialization* and *interdependence*	*I will recognize the connection between specialization and interdependence.			*Chapter 10	*connection *specialization *interdependence
	E.9.3.8 Define *supply* and *demand*	*I will define supply and demand.			*Chapter 9	*supply *demand
						*export