

CURRICULUM MAP

Subject: Social Studies Grade: 3rd Quarter: 2nd SY 16-17

Month Oct/ Nov/ Dec/ Jan	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
GDOE Standards	Standard 1: Culture - 3.1.1 Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.	Standard 1: Culture - 3.1.2 Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.	Standard 1: Culture - 3.1.3 Describe similarities and differences among the cultures in the class and intergenerational groups in communities.	Standard 1: Culture - 3.1.4 Observed and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.	Standard 2: History - 3.2.1 Explain the meaning of Time periods or dates in historical narratives and use them correctly in speaking and writing.
Concept (CCSS Standards)	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.6 Distinguish their own point of view from that of the author of a text.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence & cause & effect. 3.RI.6 Distinguish their own point of view from that of the author of a text.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, & technical texts , at the high end of the grades 2-3 text complexity band independently & proficiently. 3.W.7 Conduct short research projects that build knowledge about a topic. 3.W .3 a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details & clear event sequences.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.6 Distinguish their own point of view from that of the author of a text. 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Skills/Key Vocabulary	Big Idea Students will investigate and explain how principles such as individual rights to life, liberty, the pursuit of happiness, and equality under the law became important foundation to the creation of our government. Essential Question(s): -What are some of the ways people express their culture on Guam & in the United States? - What are the similarities & differences in the traditions on Guam and other cultures? - What are some ways cultures will change in the future? Key Vocabulary timeline, customs origin, culture, compare and contrast, cause and effect, chronological	Big Idea Students will predict how traditions and customs in Guam and the United States will change in the future and how they might affect our society. Essential Question(s): -What are some of the ways people express their culture on Guam & in the United States? - What are the similarities & differences in the traditions on Guam and other cultures? - What are some ways cultures will change in the future? Key Vocabulary timeline, customs origin, culture, compare and contrast, cause and effect, chronological	Big Idea Students will compare and contrast different cultures in their communities. Essential Questions: How are cultural elements (ethnicity, economics, religion, traditions) represented in this class? Key Vocabulary timeline, customs origin, culture, compare and contrast, cause and effect, chronological	Big Idea Students will analyze local historic artifacts, such as historic paintings, photographs, clothing, historic artifacts, and architecture to synthesize and apply concepts on how these items help define our current communities and culture. Essential Questions: What are some key relationships between important 1900-era artifacts and their modern day equivalency? Key Vocabulary timeline, customs origin, culture, compare and contrast, cause and effect, chronological	Big Idea Students will investigate and explain how principles such as individual rights to life, liberty, the pursuit of happiness, and equality under the law became important foundation to the creation of our government. Essential Question(s): -What are some of the ways people express their culture on Guam & in the United States? - What are the similarities & differences in the traditions on Guam and other cultures? - What are some ways cultures will change in the future? Key Vocabulary timeline, customs origin, culture, compare and contrast, cause and effect, chronological
Assessment	Test Quiz Q & A Project	Test Quiz Q & A Project	Test Quiz Q & A Project	Test Quiz Q & A Project	Test Quiz Q & A Project
Unit/ Chapter	Traditions and Customs	Traditions and Customs	Map and Globes	Maps and Globes	Maps and Globes

Resources/ Materials	<p>Interactive social studies games</p> <p>http://guampedia.com/ (Historical and traditional information regarding Guam)</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Additional maps and information regarding Guam)</p> <p>Harcourt Third Grade Horizons, Holidays Customs and Traditions, pp. 268–271</p> <p>Houghton Mifflin Third Grade Reading, Theme 2, Celebrating Traditions, pp. 152–278 Science Textbooks and Workbooks</p> <p>Online Resources & worksheets</p>	<p>Interactive social studies games</p> <p>http://guampedia.com/ (Historical and traditional information regarding Guam)</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Additional maps and information regarding Guam)</p> <p>Harcourt Third Grade Horizons, Holidays Customs and Traditions, pp. 268–271</p> <p>Houghton Mifflin Third Grade Reading, Theme 2, Celebrating Traditions, pp. 152–278</p>	<p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Interactive social studies games</p> <p>Harcourt Third Grade Horizons, U.1, L.1, Where on Earth is Your Community, pp. 40–43 (Reading maps)</p> <p>Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Map, pp. 46–49</p> <p>Houghton Mifflin Third Grade English, Research and Study Strategies, Using Visuals, pp. H24 and H25</p>	<p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Interactive social studies games</p> <p>Harcourt Third Grade Horizons, U.1, L.1, Where on Earth is Your Community, pp. 40–43 (Reading maps)</p> <p>Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Map, pp. 46–49</p> <p>Houghton Mifflin Third Grade English, Research and Study Strategies, Using Visuals, pp. H24 and H25</p>	<p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Interactive social studies games</p> <p>Harcourt Third Grade Horizons, U.1, L.1, Where on Earth is Your Community, pp. 40–43 (Reading maps)</p> <p>Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Map, pp. 46–49</p> <p>Houghton Mifflin Third Grade English, Research and Study Strategies, Using Visuals, pp. H24 and H25</p>
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Subject: Social Studies Grade: 3rd Quarter: 2nd SY 16-17

Month Oct/ Nov/ Dec/ Jan	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	WEEK 9 _____
GDOE Standards	Standard 2: History 3.2.2 Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives and describe details, such as clothing, setting, or action.	Standard 2: History 3.2.3 Create and interpret time lines.	Standard 2: History 3.2.4 After reading a biography of a famous person in 1 of the following categories, summarize the person's life & achievements. Sci & Tech, The Arts, Business, Education, Journalism & health, Political leadership.	Standard 2: History 3.2.4 After reading a biography of a famous person in 1 of the following categories, summarize the person's life & achievements. Sci & Tech, The Arts, Business, Education, Journalism & health, Political leadership.
Concept (CCSS Standards)	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 3.RI.6 Distinguish their own point of view from that of the author of a text.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.6 Distinguish their own point of view from that of the author of a text. 3. RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	CCSS ELA Support Standards: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Skill/ Key Vocabulary	Big Idea : Students will analyze local historic artifacts, such as historic paintings, photographs, clothing, historic artifacts, and architecture to synthesize and apply concepts on how these items help define our current communities and culture. Essential Questions: What are some key relationships between important 1900-era artifacts and their modern day equivalency?	Big Idea : Students will analyze local historic artifacts, such as historic paintings, photographs, clothing, historic artifacts, and architecture to synthesize and apply concepts on how these items help define our current communities and culture. Essential Questions: What are some key relationships between important 1900-era artifacts and their modern day equivalency?	Big Idea: Students will summarize the impact of people. Essential Questions: How have people have an impact on our culture?	Big Idea: Students will summarize the impact of people. Essential Questions: How have people have an impact on our culture?
Assessment	<input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Report <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Presentation <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Q & A <input checked="" type="checkbox"/> Project <input type="checkbox"/> Experiment <input type="checkbox"/> Portfolio <input type="checkbox"/> Investigation <input type="checkbox"/> Performance checklist	<input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Report <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Presentation <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Q & A <input checked="" type="checkbox"/> Project <input type="checkbox"/> Experiment <input type="checkbox"/> Portfolio <input type="checkbox"/> Investigation <input type="checkbox"/> Performance checklist	<input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Report <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Presentation <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Q & A <input checked="" type="checkbox"/> Project <input type="checkbox"/> Experiment <input type="checkbox"/> Portfolio <input type="checkbox"/> Investigation <input type="checkbox"/> Performance checklist	<input checked="" type="checkbox"/> Test <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Report <input type="checkbox"/> Product <input type="checkbox"/> Essay <input type="checkbox"/> Presentation <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Q & A <input checked="" type="checkbox"/> Project <input type="checkbox"/> Experiment <input type="checkbox"/> Portfolio <input type="checkbox"/> Investigation <input type="checkbox"/> Performance checklist
Unit/ Chapter	HISTORY	HISTORY	HISTORY	HISTORY

Resources/ Materials

Interactive social studies games www.youtube.com http://guampedia.com/ How to Make a Chain of Command Chart Harcourt Third Grade Horizons, U.1, L.4, People Getting Along, pp. 27–33 Harcourt Third Grade Horizons, U.2, L.4, Branches and Levels of Government, pp. 90–121 Houghton Mifflin Third Grade Reading, Theme 2, How to take notes, p. 182	Interactive social studies games http://guampedia.com/ www.youtube.com How to Make a Chain of Command Chart Harcourt Third Grade Horizons, U.1, L.4, People Getting Along, pp. 27–33 Harcourt Third Grade Horizons, U.2, L.4, Branches and Levels of Government, pp. 90–121 Houghton Mifflin Third Grade Reading, Theme 2, How to take notes, p. 182	Interactive social studies games http://guampedia.com/ www.youtube.com How to Make a Chain of Command Chart Harcourt Third Grade Horizons, U.1, L.4, People Getting Along, pp. 27–33 Harcourt Third Grade Horizons, U.2, L.4, Branches and Levels of Government, pp. 90–121 Houghton Mifflin Third Grade Reading, Theme 2, How to take notes, p. 182	Interactive social studies games http://guampedia.com/ www.youtube.com How to Make a Chain of Command Chart Harcourt Third Grade Horizons, U.1, L.4, People Getting Along, pp. 27–33 Harcourt Third Grade Horizons, U.2, L.4, Branches and Levels of Government, pp. 90–121 Houghton Mifflin Third Grade Reading, Theme 2, How to take notes, p. 182
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