

# CURRICULUM MAP

Subject: Social Studies

Grade: 3rd

Quarter: 3<sup>rd</sup> SY 16-17

Month 01/13/2017 to 03/17/2017	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
GDOE Standards	Standard 4: Government & Civics 3.4.1 Recognize the importance of Government on Guam and in the U. S., including the following: • The purpose of rules and laws • The basic purpose of government are to make laws, carry out laws, and decide if laws have been broken • How government protects the rights and properties of individuals	Standard 4: Government & Civics 3.4.1 Recognize the importance of Government on Guam and in the U. S., including the following: • The purpose of rules and laws • The basic purpose of government are to make laws, carry out laws, and decide if laws have been broken • How government protects the rights and properties of individuals	Standard 4: Government & Civics 3.4.2 Explain the importance of basic principles that create the foundation of a republican form of government, including the following: • individual rights to life, liberty, & the pursuit of happiness & equality under the law • Contributions of G. Washington, T. Jefferson, A. Lincoln, R. Parks, T. Marshall, MLK Jr., & C. Chavez • Recognize the Veteran’s Day & Memorial Day honor people who have served to protect the country’s freedom • How people can serve the community, state, & nation	Standard 4: Government & Civics 3.4.2 Explain the importance of basic principles that create the foundation of a republican form of government, including the following: • individual rights to life, liberty, & the pursuit of happiness & equality under the law • Contributions of G. Washington, T. Jefferson, A. Lincoln, R. Parks, T. Marshall, MLK Jr., & C. Chavez • Recognize the Veteran’s Day & Memorial Day honor people who have served to protect the country’s freedom • How people can serve the community, state, & nation	Standard 4: Government & Civics 3.4.3 Identify and describe the  Three branches of government and their functions.
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 & 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.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.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.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.6 Distinguish their own point of view from that of the author of a text. 3
Skills/Key Vocabulary	Big Idea Students will analyze the differences between the three branches of government in the United States and the Guam forms of government. <b>Essential Question(s):</b> • What effect, if any, does the U. S. Constitution have on Guam? • How might U.S. laws contradict local historical customs or traditions? • What are the U. S. laws that may best apply here on Guam? Key Vocabulary Public Service, common good, volunteer, elect, appoint authority, laws, conflict, court, jury, public property, private property, government service, recreation, public works	Big Idea Students will analyze the differences between the three branches of government in the United States and the Guam forms of government. <b>Essential Question(s):</b> • What effect, if any, does the U. S. Constitution have on Guam? • How might U.S. laws contradict local historical customs or traditions? • What are the U. S. laws that may best apply here on Guam? Key Vocabulary Public Service, common good, volunteer, elect, appoint authority, laws, conflict, court, jury, public property, private property, government service, recreation, public works	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. <b>Essential Questions:</b> • <b>What is the importance of a government?</b> • <b>Why or why not should there be a government?</b> Key Vocabulary Rights, Bill of Rights, religion, election, ballot, majority rule, minority rights, justice, slave, hero, communicate, civil rights,	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. <b>Essential Questions:</b> • <b>What is the importance of a government?</b> • <b>Why or why not should there be a government?</b> Key Vocabulary Rights, Bill of Rights, religion, election, ballot, majority rule, minority rights, justice, slave, hero, communicate, civil rights,	Big Idea Students will analyze the differences between the three branches of government in the United States and the Guam forms of government. <b>Essential Question(s):</b> • What effect, if any, does the U.S. Constitution have on Guam? • How might U. S. laws contradict local historical customs or traditions? • What are the U. S. laws that may best apply here on Guam? Key Vocabulary Legislative, executive, judicial, capitol, governor, senate, President, county, federal, constitution, Congress Representative, Supreme Court
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	Government and Civics	Government and Civics	Government and Civics	Government and civics	Government and civics

Resources/ Materials	Harcourt Third Grade Horizons Textbook and workbook Youtube.com Online Resources & worksheets	Harcourt Third Grade Horizons Textbook and workbook Youtube.com Online Resources & worksheets	Harcourt Third Grade Horizons Textbook and workbook Youtube.com Online Resources & worksheets	Harcourt Third Grade Horizons Textbook and workbook Youtube.com Online Resources & worksheets	Harcourt Third Grade Horizons Textbook and workbook Youtube.com Online Resources & worksheets
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**CURRICULUM MAP**

**Subject: Social Studies      Grade: 3<sup>rd</sup>      Quarter: 3<sup>rd</sup>      SY 16-17**

Month 01/13/17 to 03/ 17/ 17	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK
GDOE Standards	Standard 4: Government & Civics 3.4.3 Identify and describe the Three branches of government and their functions.	Standard 4: Government & Civics 3.4.5 Identify and discuss patriotic symbols and landmarks.	Standard 4: Government & Civics 3.4.5 Identify and discuss patriotic symbols and landmarks.	Standard 4: Government & Civics 3.4.4 Recite the Pledge of Allegiance, sing the Star-spangled Banner, and explain their history	
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 & 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.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).	
Skills/Key Vocabulary	Big Idea Students will analyze the differences between the three branches of government in the United States and the Guam forms of government.  <u>Essential Question(s):</u> ● What effect, if any, does the U.S. Constitution have on Guam? ● How might U. S. laws contradict local historical customs or traditions? ● What are the U. S. laws that may best apply here on Guam? Key Vocabulary Legislative, executive, judicial, capitol, governor, senate, President, county, federal, constitution, Congress Representative, Supreme Court	Big Idea Students will summarize the impact of patriotic symbols, landmarks, and people. <u>Essential Question(s):</u> ● How have patriotic symbols, landmarks, and people had an impact on our culture? <u>Key Vocabulary</u> Patriotic symbol, patriotism, Pledge of Allegiance, anthem, Star Spangled Banner, Red-White and Blue, Old Glory, U. S. Flag, Liberty Bell, Bald Eagle, Mt. Rushmore, Lady Liberty, Great Seal of the U.S.	Big Idea Students will summarize the impact of patriotic symbols, landmarks, and people. <u>Essential Question(s):</u> ● How have patriotic symbols, landmarks, and people had an impact on our culture? <u>Key Vocabulary</u> Patriotic symbol, patriotism, Pledge of Allegiance, anthem, Star Spangled Banner, Red-White and Blue, Old Glory, U. S. Flag, Liberty Bell, Bald Eagle, Mt. Rushmore, Lady Liberty, Great Seal of the U.S.	Big Idea Students will summarize the impact of patriotic symbols, landmarks, and people. <u>Essential Question(s):</u> ● How have patriotic symbols, landmarks, and people had an impact on our culture? <u>Key Vocabulary</u> Patriotic symbol, patriotism, Pledge of Allegiance, anthem, Star Spangled Banner, Red-White and Blue, Old Glory, U. S. Flag, Liberty Bell, Bald Eagle, Mt. Rushmore, Lady Liberty, Great Seal of the U.S.	
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Unit/ Chapter	Government and Civics	Government and Civics	Government and civics	Government and civics	
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