

CURRICULUM MAP

Subject: Social Studies Grade: 3rd Quarter: 4th SY16-17

Month Mar. to June	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
GDOE Standards	<p>Guam Standards: 3.5.1 Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes.</p>	<p>Guam Standards: 3.5.1 Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes.</p>	<p>Guam Standards: 3.5.1 Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes.</p>	<p>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. 3.2.3 Create and interpret time lines. 3.3.1 Read and construct maps, tables, graphs, and charts.</p>	<p>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. 3.2.3 Create and interpret time lines. 3.3.1 Read and construct maps, tables, graphs, and charts.</p>
Concept (CCSS Standards)	<p>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 3.W.3a-e 3.W.7</p>	<p>CCSS ELA Support Standards: 3.RI.1 3.RI.2 3.RI.10 3.W.7 3.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations ; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure.</p>	<p>3.RI.1 3.RI.2 3.W.3a-e 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. 3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p>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.</p>	<p>CCSS ELA Support Standards: 3.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations ; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure.</p>

Skills/Key Vocabulary	Big Idea 2, Quarter 4 Students will explain how local government services are financed. Essential Question(s): What are the needs of taxes and what are some examples? Are taxes (property, sales, income) a good idea? Why or why not? Why does every community need to have a government? What are the basic principles of our government? What might happen if the government in your community stopped working? Key Vocabulary finance, tax, department, needs and wants, consumer, producer, service	Big Idea 2, Quarter 4 Students will explain how local government services are financed. Essential Question(s): What are the needs of taxes and what are some examples? Are taxes (property, sales, income) a good idea? Why or why not? Why does every community need to have a government? What are the basic principles of our government? What might happen if the government in your community stopped working? Key Vocabulary finance, tax, department, needs and wants, consumer, producer, service	Big Idea 2, Quarter 4 Students will explain how local government services are financed. Essential Question(s): What are the needs of taxes and what are some examples? Are taxes (property, sales, income) a good idea? Why or why not? Why does every community need to have a government? What are the basic principles of our government? What might happen if the government in your community stopped working? Key Vocabulary finance, tax, department, needs and wants, consumer, producer, service	Big Idea 1, Quarter 4 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 Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency? Key Vocabulary artifact, architecture, setting, historical narrative	Big Idea 1, Quarter 4 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 Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency? Key Vocabulary artifact, architecture, setting, historical narrative
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	<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	Government	Government	Government	History of the Pacific Culture and Tradition	History of the Pacific Culture and Tradition
Resources/Materials	Resources & Links to Technology Harcourt Third Grade Horizons Social Studies, Textbook and workbook Youtube.com	Resources & Links to Technology Harcourt Third Grade Horizons Social Studies, Textbook and workbook Youtube.com	Resources & Links to Technology Harcourt Third Grade Horizons Social Studies, Textbook and workbook Youtube.com	Resources & Links to Technology Harcourt Third Grade Horizons Social Studies, Textbook and workbook Youtube.com	Resources & Links to Technology Harcourt Third Grade Horizons Social Studies, Textbook and workbook Youtube.com

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Subject: Social Studies Grade: 3rd Quarter: 4th SY 16-17

Month Mar. to June	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	WEEK 9 _____
GDOE Standards	<p>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.</p> <p>3.2.3 Create and interpret time lines.</p> <p>3.3.1 Read and construct maps, tables, graphs, and charts.</p>	<p>3.1.4 Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. or action.</p> <p>3.2.3 Create and interpret time lines.</p> <p>3.3.1 Read and construct maps, tables, graphs, and charts.</p>	<p>3.5.1 Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes.</p>	<p>3.5.1 Define what taxes are, explain their purposes, and, with the help of teachers and parents, give examples of different kinds of taxes.</p>
Concept (CCSS Standards)	<p>3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p>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.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS ELA Support Standards:</p>	<p>CCSS ELA Support Standards: 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p>CCSS ELA Support Standards: 3.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations ; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure.</p>

Skill/ Key Vocabulary	<p>Big Idea 1, Quarter 4 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.</p> <p>Essential Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency?</p> <p>Key Vocabulary artifact, architecture, setting, historical narrative</p>	<p>Big Idea 1, Quarter 4 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.</p> <p>Essential Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency?</p> <p>Key Vocabulary artifact, architecture, setting, historical narrative</p>	<p>Big Idea 1, Quarter 4 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.</p> <p>Essential Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency?</p> <p>Key Vocabulary artifact, architecture, setting, historical narrative</p>	<p>Big Idea 1, Quarter 4 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.</p> <p>Essential Question(s): What are some key relationships between important 1900-era artifacts and their modern day equivalency?</p> <p>Key Vocabulary artifact, architecture, setting, historical narrative</p>
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Unit/ Chapter	History of the Pacific Culture and Tradition	History of the Pacific Culture and Tradition	History of the Pacific Culture and Tradition	History of the Pacific Culture and Tradition
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