

CURRICULUM MAP

Subject: Social Studies

Grade: 3rd

Quarter: 1st

SY 16-17

Month August to September	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
GDOE Standards	3.3.5 Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.	3.3.5 Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.	3.3.2 Develop map skills by positioning and labeling the seven continents and five oceans.	3.3.3 Use the equator and prime meridian to identify the hemispheres.	3.3.4 Use cardinal and intermediate directions to locate places on maps and globes. 3.3.1 Read and construct maps tables, graphs and charts.
I can statements: 3.RI.1-I can ask & answer questions to show that I understand the information that I am reading. 3.RI.2-I can find the main idea of the information I read. 3.RI.7- I can show what I have learned from nonfiction illustrations and text by answering questions about who, where, when, why, & how.	CCSS ELA 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).	CCSS ELA 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).	CCSS ELA 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).	CCSS ELA 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).	CCSS ELA 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).
Skills/Key Vocabulary	Big Idea 1, Quarter 1 Students will create various maps and globes. Essential Question(s): How do you use the elements of a map? How can the world be divided Why might a map be preferred over a globe? Vocabulary: Map, globe, map title, compass rose, cardinal directions (North, South, East, West), map symbol, map key, distance scale, location, mountain range, continent, hemisphere, equator, nation, border, prime meridian	Big Idea 1, Quarter 1 Students will create various maps and globes. Essential Question(s): How do you use the elements of a map? How can the world be divided Why might a map be preferred over a globe? Vocabulary: Map, globe, map title, compass rose, cardinal directions (North, South, East, West), map symbol, map key, distance scale, location, mountain range, continent, hemisphere, equator, nation, border, prime meridian	Big Idea 1, Quarter 1 Students will create various maps and globes. Essential Question(s): How do you use the elements of a map? How can the world be divided Why might a map be preferred over a globe? Vocabulary: Map, globe, map title, compass rose, cardinal directions (North, South, East, West), map symbol, map key, distance scale, location, mountain range, continent, hemisphere, equator, nation, border, prime meridian	Big Idea 1, Quarter 1 Students will create various maps and globes. Essential Question(s): How do you use the elements of a map? How can the world be divided Why might a map be preferred over a globe? Vocabulary: Map, globe, map title, compass rose, cardinal directions (North, South, East, West), map symbol, map key, distance scale, location, mountain range, continent, hemisphere, equator, nation, border, prime meridian	Big Idea 1, Quarter 1 Students will create various maps and globes. Essential Question(s): How do you use the elements of a map? How can the world be divided Why might a map be preferred over a globe? Vocabulary: Map, globe, map title, compass rose, cardinal directions (North, South, East, West), map symbol, map key, distance scale, location, mountain range, continent, hemisphere, equator, nation, border, prime meridian
Assessment	Test Quiz Q & A Project	Test Quiz Q & A Project			
Unit/ Chapter	Harcourt Horizons- People & Community: Unit 1, Chapter 2 pages 36-41 (Where on Earth is your Community?) Pages 42-43: Read a Map	Harcourt Horizons- People & Community: Unit 1, Chapter 2 pages 36-41 (Where on Earth is your Community?) Pages 42-43: Read a Map	Harcourt Horizons- People & Community: Unit 1, Chapter 2 pages 36-41 (Where on Earth is your Community?) Pages 42-43: Read a Map	Harcourt Horizons- People & Community: Unit 1, Chapter 2 pages 36-41 (Where on Earth is your Community?) Pages 42-43: Read a Map	Harcourt Horizons- People & Community: Unit 1, Chapter 2 pages 36-41 (Where on Earth is your Community?) Pages 42-43: Read a Map
Resources/ Materials	Harcourt Horizons Textbooks and Workbooks Online Resources & worksheets	Harcourt Horizons Textbooks and Workbooks Online Resources & worksheets	Harcourt Horizons Textbooks and Workbooks Online Resources & worksheets	Harcourt Horizons Textbooks and Workbooks Online Resources & worksheets	Harcourt Horizons Textbooks and Workbooks Online Resources & worksheets

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Month August to September	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____		
GDOE Standards	<p>3.4.4 Recite the Pledge of Allegiance, sing the Star-Spangled Banner, and explain their history.</p> <p>3.4.5 Identify and discuss patriotic symbols and landmarks.</p>	<p>3.2.4 After reading a biography of a famous person in one of the following categories, summarize the person's life and achievements.</p> <ul style="list-style-type: none"> • Science & Technology • The Arts • Business • Education, Journalism, & health • Political Leadership 	<p>3.1.3 Describe similarities and differences among the cultures in the class and intergenerational groups in communities.</p>		
<p>I can statements: 3.RI.1-I can ask & answer questions to show that I understand the information that I am reading.</p> <p>3.RI.2-I can find the main idea of the information I read.</p> <p>3.RI.7- I can show what I have learned from nonfiction illustrations and text by answering questions about who, where, when, why, & how.</p>	<p>CCSS ELA 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>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).</p>	<p>CCSS ELA 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>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).</p>	<p>CCSS ELA 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>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).</p>		
Skills/Key Vocabulary	<p>Big Idea 2, Quarter 1 Students will summarize the impact of patriotic symbols, landmarks, and people.</p> <p>Essential Question(s): How have patriotic symbols, landmarks, and people had an impact on our culture?</p> <p>Vocabulary: Patriotic Symbol, patriotism, Pledge of Allegiance, National Anthem, U. S. Flag, U. S. Great Seal, Flag, Bald Eagle, White House, Liberty Bell, Uncle Sam</p>	<p>Big Idea 2, Quarter 1 Students will summarize the impact of patriotic symbols, landmarks, and people.</p> <p>Essential Question(s): How have patriotic symbols, landmarks, and people had an impact on our culture?</p> <p>Vocabulary: Hero, slave, civil rights, justice, communicate, Thomas Jefferson, Harriet Tubman, Helen Keller, Dr. Martin Luther King Jr., Benjamin Franklin-p.339</p>	<p>Big Idea 3, Quarter 1 Students will compare and contrast different cultures in their communities.</p> <p>Essential Question(s): How are cultural elements (ethnicity, economics, religion, traditions) represented in this class?</p> <p>Vocabulary: Culture-22, custom-22 Immigrant-242, tradition-245, opportunity-242, voyage, famine, migrate,</p>		
Assessment	<p> Test  Quiz  Q & A</p> <p> Project</p>	<p> Test  Quiz  Q & A</p> <p> Project</p>	<p> Test  Quiz  Q & A</p> <p> Project</p>		
Unit/ Chapter	Harcourt Horizons- People & Community: Unit 2 Chapter 4, Lesson4-pages 122 -129	Harcourt Horizons- People & Community: Unit 2, Chapter 4 Lesson 3 pages 116-121	Harcourt Horizons- People & Community: Unit 1, Chapter1 Lsn. 3-p22 Unit 4, Chapter 8 Lsn. 1,2,3-pages 242-247		
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