

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: First Nine Weeks

Days: 4

Reporting Category/Strand: Civics

<p>SOL 3.10</p>	<p>The student will recognize the importance of government in the community, Virginia, and the United States of America by</p> <p>a) explaining the purpose of rules and laws;</p> <p>b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;</p> <p>c) explaining that government protects the rights and property of individuals.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>The purpose of rules and laws is to keep people safe and maintain order. The purpose of government is to make laws, carry out laws, and decide if laws have been broken. Governments are necessary because they develop the laws and protect the rights and property of individuals. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions. Gather, classify, and interpret information. Explain cause-and-effect relationships.</p>
<p>Essential Questions</p>	<p>What is government? What are the basic purposes of government? Why is government necessary?</p>
<p>Primary Resources</p>	<p>Correlations</p> <p>Interactive Websites SOL Pass: Citizenship</p> <p>Lesson Plans VDOE ESS: The Importance of Government in the Community, Virginia, and the United States pages 108-120</p> <p>Videos</p> <p>Literature/Music Connections</p>
<p>Essential Vocabulary</p>	<p><u>community</u>: A place where people live, work, and play <u>rules</u>: What people must or must not do <u>laws</u>: Important rules written and carried out by government</p>

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	government: A group of people who makes laws, carries out laws, and decides if laws have been broken
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Marking Period: First Nine Weeks

Days: 4

Reporting Category/Strand: Civics

SOL 3.11ad	The student will explain the importance of the basic principles that form the foundation of a republican form of government by a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; d) describing how people can serve the community, state, and nation.
Essential Knowledge/Skills/Understandings	<p>Basic principles</p> <ul style="list-style-type: none"> • Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. • Equality under the law means that all people are treated fairly. <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p>Some of the ways that people can serve their community, state, and nation include</p> <ul style="list-style-type: none"> • being a volunteer • getting involved in community projects • serving as a government official • joining the military • voting. <p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p>
Essential Questions	<p>What are some basic principles commonly held by American citizens?</p> <p>How did some American citizens work to defend America’s basic principles?</p>
Primary Resources	<p>Correlations</p> <p>Interactive Websites SOL Pass: Citizenship</p> <p>Lesson Plans</p>

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>VDOE ESS: Basic Principles Held by American Citizens pages 121-135</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<p>basic principles: life, liberty and the pursuit of happiness</p> <p>equality: under the law all people are treated fairly</p>

Marking Period: First Nine Weeks

Days: 2

Reporting Category/Strand: Civics

SOL 3.12	The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.
Essential Knowledge/Skills/Understandings	<p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Benefits of diversity</p> <ul style="list-style-type: none"> • Food • Clothing • Music <p>Differentiate between points of view by self and others. Participate in groups and democratic society. Make generalizations about data.</p>
Essential Questions	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p>
Primary Resources	<p>Correlations</p> <p>Interactive Websites</p> <p>SOL Pass: Citizenship</p>

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Lesson Plans VDOE ESS: Basic Principles Held by American Citizens pages 121-135</p> <p>Videos Literature/Music Connections</p>
Essential Vocabulary	Republican form of government: A representative democracy

Marking Period: First Nine Weeks

Days: 8

Reporting Category/Strand: Geography

SOL 3.5	<p>The student will develop map skills by</p> <p>a) positioning and labeling the seven continents and five oceans to create a world map;</p> <p>b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;</p> <p>e) locating specific places, using a simple letter-number grid system.</p>
Essential Knowledge/Skills/Understandings	<p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be located on a world map.</p> <p>The equator and the prime meridian are used to create the Northern, Southern, Eastern, and Western Hemispheres.</p> <p>The letter (on the left) and number (at the bottom) coordinates of a grid system identify the approximate location of a place.</p> <p>Locate places on maps, using a simple letter-number grid system.</p> <p>Identify and locate continents, oceans, and major features on maps and globes.</p> <p>Draw maps of familiar areas.</p>
Essential Questions	<p>Where are the seven continents and the five oceans located on a world map?</p> <p>What imaginary lines are used to define hemispheres?</p> <p>What are the names of the four hemispheres?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p>
Primary Resources	<p>Correlations</p> <p>Interactive Websites SOL Pass: Geography</p>

3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014

	<p>Lesson Plans VDOE ESS: Locating and Interpreting Geographic Information pages 2-15</p> <p>Videos BrainPOP: Continents and Oceans BrainPOP: Continents BrainPOP: Oceans</p> <p>Literature/Music Connections</p>
<p>Essential Vocabulary</p>	<p>hemisphere: Half of a sphere (globe); created by the prime meridian or the equator equator: An imaginary line around the middle of the Earth that divides it into the Northern and Southern Hemispheres prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres regions: Places that have common characteristics cardinal directions: directions north, south, east and west intermediate directions: northwest, northeast, southwest, southeast</p>

Marking Period: First Nine Weeks

Days: 5

Reporting Category/Strand: Geography

<p>SOL 3.6</p>	<p>The student will read and construct maps, tables, graphs, and/or charts.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.</p> <p>Parts of a map</p> <ul style="list-style-type: none"> • Map title • Map legend • Compass rose <p>Maps may include a compass rose with the intermediate directions of northeast, southeast, northwest, and southwest. Make and explain bar and pie graphs. Draw maps of familiar objects or areas. Construct and explain simple charts.</p>
<p>Essential Questions</p>	<p>What visual aids can be used to gather, display, and classify information?</p>

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Primary Resources	<p>Correlations</p> <p>Interactive Websites</p> <p>Lesson Plans VDOE ESS: Locating and Interpreting Geographic Information pages 2-15</p> <p>Videos BrainPOP: Reading Maps BrainPOP: Map Skills</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<p>Map Title: the name or kind of map Map legend: a list of shapes and symbols used on a map and an explanation of what it stands for Compass Rose: a symbol that shows direction on a map</p>

Marking Period: First Nine Weeks

Days: 2

Reporting Category/Strand: Civics

SOL 3.11	The student will explain the importance of the basic principles that form the foundation of a republican form of government by c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
Essential Knowledge/Skills/Understandings	<p>Days to remember</p> <ul style="list-style-type: none"> • Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November.
Essential Questions	Why do we observe Veterans Day?
Primary Resources	Correlations

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Interactive Websites SOL Pass: Holidays</p> <p>Lesson Plans VDOE ESS: Contributions of Citizens Who Defended American Principles page 150</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<u>Veteran's Day</u> : This is a day for the recognition of and respect for Americans who served in the military. It is observed in November.

Marking Period: Second Nine Weeks

Days: 10

Reporting Category/Strand: Geography, Economics, and History

SOL 3.4, 3.7, 3.1, 3.8, 3.9	<p>The student will develop map skills by</p> <ul style="list-style-type: none"> a) locating Greece; b) describing the physical and human characteristics of Greece; c) explaining how the people of Greece adapted to and/or changed their environment to meet their needs. <p>The student will explain how producers in ancient Greece used natural resources, human resources, and capital resources in the production of goods and services.</p> <p>The student will explain how the contributions of ancient Greece influenced the present world in terms of architecture, government (direct democracy), and sports.</p> <p>The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.</p> <p>The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>
Essential Knowledge/Skills/Understandings	Ancient Greece was located on land near the Mediterranean Sea.

3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014

Physical characteristics

- Ancient Greece: Located on a peninsula with many islands, mountains, and hills; surrounded by the Mediterranean Sea; had limited rich soil

Human characteristics

- Ancient Greece: Farmers, shipbuilders, traders

Ways people adapted to their environments

- Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small, independent communities developed because of the many mountains.

Identify and locate features on a map and globe.

Locate and use information from print and nonprint sources.

Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.

Gather, classify, and interpret information.

Draw conclusion and make generalizations about data.

Architecture

The architects of ancient Greece used columns and arches in the construction of their buildings. Ancient examples still exist today.

- Greece: The Parthenon (columns)

The arts

Mosaics, sculpture, and paintings are displayed on buildings.

The government of the United States

The government is based on ideas developed in ancient Greece and Rome.

- Greece: Birthplace of democracy (government by the people); a direct democracy

Sports

Olympic games of today are modeled after the games of ancient Greece.

Locate and use information from print and nonprint sources.

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Use resource materials.</p> <p>Specialization occurs when people focus on the production of selected goods and services. People and regions often specialize in the production of certain goods and services. Specialization encourages trade because people want goods and services that they do not have. People trade when individuals or groups benefit from the trade. Gather, classify, and interpret information. Draw conclusions and make generalizations about data.</p> <p>Economic Choice</p> <table border="1" data-bbox="514 586 1955 857"> <thead> <tr> <th data-bbox="514 586 934 678">Choices</th> <th data-bbox="934 586 1423 678">Choice Made</th> <th data-bbox="1423 586 1955 678">Choice Given Up (Opportunity Cost)</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 678 934 737">ice cream or popcorn</td> <td data-bbox="934 678 1423 737">ice cream</td> <td data-bbox="1423 678 1955 737">popcorn</td> </tr> <tr> <td data-bbox="514 737 934 795">toy or favorite video</td> <td data-bbox="934 737 1423 795">favorite video</td> <td data-bbox="1423 737 1955 795">toy</td> </tr> <tr> <td data-bbox="514 795 934 857">spend now or save for the future</td> <td data-bbox="934 795 1423 857">spend now</td> <td data-bbox="1423 795 1955 857">save for the future</td> </tr> </tbody> </table>	Choices	Choice Made	Choice Given Up (Opportunity Cost)	ice cream or popcorn	ice cream	popcorn	toy or favorite video	favorite video	toy	spend now or save for the future	spend now	save for the future
Choices	Choice Made	Choice Given Up (Opportunity Cost)											
ice cream or popcorn	ice cream	popcorn											
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<p>Essential Questions</p>	<p>Where was ancient Greece? What were the physical and human characteristics of ancient Greece? How did the people of ancient Greece adapt to and/or change their environment to meet their needs? How do producers use natural, human, and capital resources to produce goods and services? What are some goods and services produced in ancient Greece? What resources (natural, human, and capital) were used to produce goods and services in ancient Greece? What styles in architecture used today came from ancient Greece? What principles of government from ancient Greece are part of our government? What sporting events today came from in ancient Greece? What is specialization? Why do those who specialize have to depend on others? Why do people trade? Why does an economic choice involve giving up something else?</p>												
<p>Primary Resources</p>	<p>Correlations</p> <p>Interactive Websites SOL Pass: Ancient Civilizations</p>												

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Lesson Plans VDOE ESS: Ancient Greece: Contributions and Physical and Human Characteristics pages 16-30 VDOE ESS: Production and Specialization in Greece pages 86-100</p> <p>Videos BrainPOP: Goods and Services</p> <p>Literature/Music Connections</p>
<p>Essential Vocabulary</p>	<p><u>characteristics</u>: different traits <u>natural resources</u>: materials that come directly from nature (e.g., water, soil, wood, coal) <u>human resources</u>: People working to produce goods and services <u>capital resources</u>: Goods made by people and used to produce other goods and services (machines, tools, buildings) <u>producers</u>: People who use resources to make goods and/or provide services <u>goods</u>: Things that people make or use to satisfy needs and wants <u>services</u>: Activities that satisfy people’s needs and wants <u>contribution</u>: The act of giving or doing something <u>direct democracy</u>: A government in which people vote to make their own rules and laws <u>economic choice</u>: The choice of or decision among alternatives or possibilities <u>opportunity cost</u>: The next best choice that is given up when an economic choice is made <u>economic decision</u>:making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p>

Marking Period: Second Nine Weeks

Days: 11

Reporting Category/Strand: Geography, Economics, and History

<p>SOL 3.4, 3.7, 3.1, 3.8, 3.9</p>	<p>The student will develop map skills by</p> <ul style="list-style-type: none"> a) locating Rome; b) describing the physical and human characteristics of Rome; c) explaining how the people of Rome adapted to and/or changed their environment to meet their needs. <p>The student will explain how producers in ancient Rome used natural resources, human resources, and capital resources in the production of goods and services.</p> <p>The student will explain how the contributions of ancient Rome have influenced the present world in terms of architecture,</p>
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**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>government (representative democracy), and sports.</p> <p>The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.</p> <p>The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Ancient Rome was located on land near the Mediterranean Sea.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> • Ancient Rome: Located next to a river; built on many hills; had limited rich soil <p>Human characteristics</p> <ul style="list-style-type: none"> • Ancient Rome: Farmers, road builders, traders <p>Ways people adapted to their environments</p> <ul style="list-style-type: none"> • Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. <p>Ancient Rome was located next to a river. Rich soil for farming was limited. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</p> <p>Architecture</p> <p>The architects of ancient Rome used arches in the construction of their buildings. Ancient examples still exist today.</p> <ul style="list-style-type: none"> • Rome: The Colosseum and aqueducts (arches) <p>The arts</p> <p>Mosaics, sculpture, and paintings are displayed on buildings.</p> <p>The government of the United States</p> <p>The government is based on ideas developed in ancient Rome.</p> <ul style="list-style-type: none"> • Rome: Republican (representative) form of government; a representative democracy <p>Specialization occurs when people focus on the production of selected goods and services.</p> <p>People and regions often specialize in the production of certain goods and services.</p> <p>Specialization encourages trade because people want goods and services that they do not have.</p>

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>People trade when individuals or groups benefit from the trade.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <table border="1" data-bbox="514 415 1969 685"> <thead> <tr> <th data-bbox="514 415 974 506">Choices</th> <th data-bbox="974 415 1575 506">Choice Made</th> <th data-bbox="1575 415 1969 506">Choice Given Up (Opportunity Cost)</th> </tr> </thead> <tbody> <tr> <td data-bbox="514 506 974 566">ice cream or popcorn</td> <td data-bbox="974 506 1575 566">ice cream</td> <td data-bbox="1575 506 1969 566">popcorn</td> </tr> <tr> <td data-bbox="514 566 974 626">toy or favorite video</td> <td data-bbox="974 566 1575 626">favorite video</td> <td data-bbox="1575 566 1969 626">toy</td> </tr> <tr> <td data-bbox="514 626 974 685">spend now or save for the future</td> <td data-bbox="974 626 1575 685">spend now</td> <td data-bbox="1575 626 1969 685">save for the future</td> </tr> </tbody> </table> <p>Gather, classify, and interpret information.</p> <p>Make decisions.</p> <p>Explain cause-and-effect relationships.</p>	Choices	Choice Made	Choice Given Up (Opportunity Cost)	ice cream or popcorn	ice cream	popcorn	toy or favorite video	favorite video	toy	spend now or save for the future	spend now	save for the future
Choices	Choice Made	Choice Given Up (Opportunity Cost)											
ice cream or popcorn	ice cream	popcorn											
toy or favorite video	favorite video	toy											
spend now or save for the future	spend now	save for the future											
<p>Essential Questions</p>	<p>Where was ancient Rome?</p> <p>What were the physical and human characteristics of Rome?</p> <p>How did the people of ancient Rome adapt to and/or change their environment to meet their needs?</p> <p>How do producers use natural, human, and capital resources to produce goods and services?</p> <p>What are some goods and services produced in ancient Rome?</p> <p>What resources (natural, human, and capital) were used to produce goods and services in ancient Rome?</p> <p>What styles in architecture used today came from Rome?</p> <p>What principles of government from Rome are part of our government?</p> <p>What is specialization?</p> <p>Why do those who specialize have to depend on others?</p> <p>Why do people trade?</p> <p>Why does an economic choice involve giving up something else?</p>												
<p>Primary Resources</p>	<p>Correlations</p> <p>Interactive Websites</p> <p>SOL Pass: Ancient Civilizations</p>												

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Lesson Plans VDOE ESS: Ancient Rome: Contributions and Physical and Human Characteristics pages 32-48 VDOE ESS: Production and Specialization in Rome pages 86-100</p> <p>Videos BrainPOP: Ancient Rome BrainPOP: Goods and Services</p> <p>Literature/Music Connections</p>
<p>Essential Vocabulary</p>	<p><u>representative democracy</u>: A government in which the people vote for (elect) a smaller group of citizens make the rules and laws for everyone <u>characteristics</u>: Different traits <u>natural resources</u>: Materials that come directly from nature (e.g., water, soil, wood, coal) <u>human resources</u>: People working to produce goods and services <u>capital resources</u>: Goods made by people and used to produce other goods and services (machines, tools, buildings) <u>producers</u>: People who use resources to make goods and/or provide services <u>goods</u>: Things that people make or use to satisfy needs and wants <u>services</u>: Activities that satisfy people’s needs and wants <u>contribution</u>: The act of giving or doing something <u>economic choice</u>: The choice of or decision among alternatives or possibilities <u>opportunity cost</u>: The next best choice that is given up when an economic choice is made <u>Economic decision</u>:making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p>

Marking Period: Second Nine Weeks

Days: 5

Reporting Category/Strand: Geography, Economics, and History

<p>SOL 3.4, 3.7, 3.1, 3.8, 3.9</p>	<p>Greece and Rome comparison (see Greece and Rome above)</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>(see above)</p>
<p>Essential Questions</p>	<p>(see above)</p>
<p>Primary Resources</p>	<p>Correlations</p>

3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014

	<p>Interactive Websites SOL Pass: Ancient Civilizations</p> <p>Lesson Plans VDOE ESS: Ancient Greece: Contributions and Physical and Human Characteristics pages 16-30 VDOE ESS: Production and Specialization in Greece pages 86-100 VDOE ESS: Ancient Rome: Contributions and Physical and Human Characteristics pages 32-48 VDOE ESS: Production and Specialization in Rome pages 86-100</p> <p>Videos BrainPOP: Goods and Services</p> <p>Literature/Music Connections</p>
Essential Vocabulary	(see above)

Marking Period: Third Nine Weeks
Days: 10 (incorporate in Language Arts)
Reporting Category/Strand: Civics

SOL 3.11	<p>The student will explain the importance of the basic principles that form the foundation of a republican form of government by</p> <p>b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;</p>
Essential Knowledge/Skills/Understandings	<p>Citizens who defended basic principles:</p> <ul style="list-style-type: none"> • <u>George Washington</u>: He was the first president of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation. • <u>Thomas Jefferson</u>: He was born in Virginia. He was the third president of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country. • <u>Abraham Lincoln</u>: He was the United States president when the country was divided over the issue of equality for all people. He helped free African American slaves. • <u>Rosa Parks</u>: She was an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. • <u>Thurgood Marshall</u>: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>American justice of the United States Supreme Court.</p> <ul style="list-style-type: none"> • <u>Martin Luther King, Jr.</u>: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. • <u>Cesar Chavez</u>: He was a Mexican American who worked to improve conditions for farm workers.
Essential Questions	How did some American citizens work to defend America's basic principles?
Primary Resources	<p>Correlations</p> <p>Interactive Websites SOL Pass: Famous Americans</p> <p>Lesson Plans VDOE ESS: Contributions of Citizens Who Defended American Principles pages 136-157</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	(see above)

Marking Period: Third Nine Weeks

Days: 10

Reporting Category/Strand: History and Geography

SOL 3.3, 3.5	<p>The student will study the exploration of the Americas by</p> <ul style="list-style-type: none"> a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport; b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians. <p>The student will develop map skills by</p> <ul style="list-style-type: none"> c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia)
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**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Essential Knowledge/Skills/Understandings	Explorer	Country (Sponsor)	Reason for Exploring	Successes/Achievements
	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)
	Juan Ponce de Leon	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain a claim to Florida
	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North America claim
	Christopher Newport	England	To discover riches; to find a western sea route to Asia; to colonize Virginia	Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River
<p>Impact of European exploration on American Indians</p> <ul style="list-style-type: none"> • Deadly diseases were introduced. • Exploration later led to settlement. • The settlements led to relocation of the American Indians from their homeland. <p>Locate and use information from print and non-print sources. Distinguish between relevant and irrelevant information. Gather, classify, and interpret information.</p>				

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Essential Questions	<p>Who were some of the important European explorers from Spain, England, and France? What were the different motivations of these early European explorers? What were the successes of these early European explorers? What were the effects of European explorations on American Indians?</p>
Primary Resources	<p>Correlations</p> <p>Interactive Websites SOL Pass: Explorers</p> <p>Lesson Plans VDOE ESS: Exploration of the Americas pages 64-85</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<p>explorer: A person who travels seeking new discoveries European: A person from one of the countries in Europe</p>

Marking Period: Fourth Nine Weeks

Days: 10

Reporting Category/Strand: Geography, Economics, and History

SOL 3.4, 3.7, 3.2, 3.8, 3.9	<p>The student will develop map skills by</p> <ul style="list-style-type: none"> a) locating West Africa; b) describing the physical and human characteristics of West Africa; c) explaining how the people of West Africa adapted to and/or changed their environment to meet their needs. <p>The student will explain how producers in the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</p> <p>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings),</p>
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**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>and economic development (trade).</p> <p>The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.</p> <p>The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> • Empire of Mali: Located in West Africa near rivers and in a grassland region; had gold mines <p>Human characteristics</p> <ul style="list-style-type: none"> • Empire of Mali: Farmers, miners, traders <p>Ways people adapted to their environments</p> <ul style="list-style-type: none"> • Empire of Mali: Salt was an important natural resource needed in Mali. Gold from Mali was traded for salt. <p>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of Mali traded gold for salt.</p> <p>Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali.</p> <p>Many storytellers in Mali passed on stories and traditions from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>

3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014

	<p>Specialization occurs when people focus on the production of selected goods and services. People and regions often specialize in the production of certain goods and services. Specialization encourages trade because people want goods and services that they do not have. People trade when individuals or groups benefit from the trade. Gather, classify, and interpret information. Draw conclusions and make generalizations about data. Terms to know</p> <ul style="list-style-type: none"> • economic choice: The choice of or decision among alternatives or possibilities • opportunity cost: The next best choice that is given up when an economic choice is made <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p> <p>Economic Choice</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Choices</th> <th style="width: 33%;">Choice Made</th> <th style="width: 33%;">Choice Given Up (Opportunity Choice)</th> </tr> </thead> <tbody> <tr> <td>ice cream or popcorn</td> <td>ice cream</td> <td>popcorn</td> </tr> <tr> <td>toy or favorite video</td> <td>favorite video</td> <td>toy</td> </tr> <tr> <td>spend now or save for the future</td> <td>spend now</td> <td>spend now</td> </tr> </tbody> </table>	Choices	Choice Made	Choice Given Up (Opportunity Choice)	ice cream or popcorn	ice cream	popcorn	toy or favorite video	favorite video	toy	spend now or save for the future	spend now	spend now
Choices	Choice Made	Choice Given Up (Opportunity Choice)											
ice cream or popcorn	ice cream	popcorn											
toy or favorite video	favorite video	toy											
spend now or save for the future	spend now	spend now											
Essential Questions	<p>Where was the empire of Mali located? What were the physical and human characteristics of West Africa (Mali)? How did the people of Mali adapt to and/or change their environment to meet their needs? How do producers use natural, human, and capital resources to produce goods and services? What are some goods and services produced in the West African empire of Mali? What resources (natural, human, and capital) were used to produce goods and services in the West African empire of Mali? Why were storytellers so important in the empire of Mali? What do we know about the leaders of the empire of Mali? Why was the empire of Mali so wealthy? What is specialization? Why do those who specialize have to depend on others? Why do people trade? Why does an economic choice involve giving up something else?</p>												

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

Primary Resources	<p>Correlations</p> <p>Interactive Websites SOL Pass: Ancient Civilizations</p> <p>Lesson Plans VDOE ESS: The Early West African Empire of Mali: Trade, Rulers, Education, and Physical and Human Characteristics pages 49-63 VDOE ESS: Production and Specialization in the West African Empire of Mali pages 86-100</p> <p>Videos BrainPOP: Goods and Services</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<p><u>natural resources</u>: Materials that come directly from nature (e.g., water, soil, wood, coal)</p> <p><u>human resources</u>: People working to produce goods and services</p> <p><u>capital resources</u>: Goods made by people and used to produce other goods and services (machines, tools, buildings)</p> <p><u>producers</u>: People who use resources to make goods and/or provide services</p> <p><u>goods</u>: Things that people make or use to satisfy needs and wants</p> <p><u>services</u>: Activities that satisfy people’s needs and wants</p>

Marking Period: Fourth Nine Weeks

Days: 3

Reporting Category/Strand: Geography, Economics, and History

SOL 3.4, 3.7, 3.1, 3.2	Ancient Civilization comparison (see Greece, Rome, and Mali above)
Essential Knowledge/Skills/Understandings	(see above)
Essential Questions	(see above)
Primary Resources	Correlations

**3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014**

	<p>Interactive Websites SOL Pass: Ancient Civilizations</p> <p>Lesson Plans VDOE ESS: Ancient Greece: Contributions and Physical and Human Characteristics pages 16-30 VDOE ESS: Production and Specialization in Greece pages 86-100 VDOE ESS: Ancient Rome: Contributions and Physical and Human Characteristics pages 32-48 VDOE ESS: Production and Specialization in Rome pages 86-100 VDOE ESS: The Early West African Empire of Mali: Trade, Rulers, Education, and Physical and Human Characteristics pages 49-63 VDOE ESS: Production and Specialization in the West African Empire of Mali pages 86-100</p> <p>Videos BrainPOP: Goods and Services</p> <p>Literature/Music Connections</p>
Essential Vocabulary	(see above)

Marking Period: Fourth Nine Weeks

Days: 2

Reporting Category/Strand: Civics

SOL 3.11	The student will explain the importance of the basic principles that form the foundation of a republican form of government by c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
Essential Knowledge/Skills/Understandings	Days to remember • Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.
Essential Questions	Why do we observe Memorial Day?
Primary Resources	Correlations Interactive Websites

3rd Grade Social Studies Curriculum Guide
Lunenburg County Public Schools
June 2014

	<p>SOL Pass: Holidays</p> <p>Lesson Plans VDOE ESS: Contributions of Citizens Who Defended American Principles page 151</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	<p><u>Memorial Day</u>: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.</p>