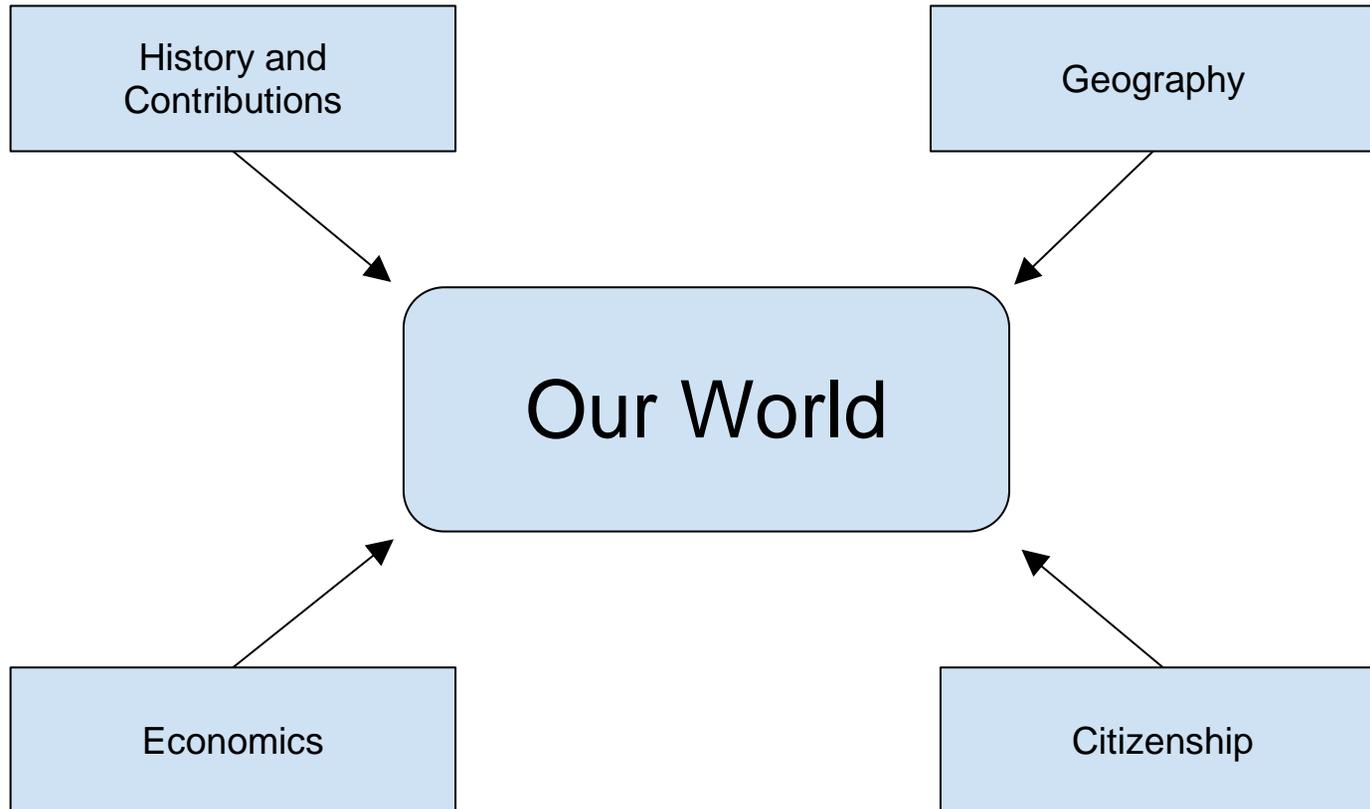


# 3rd Grade Curriculum Overview



## ACPS Concepts with Essential Standards for Grades 3-5

### Conflict & Cooperation

*Understand that change causes conflict or cooperation*

### Innovation & Change

*Understand that innovation may lead to multiple changes within a region or time period*

### Choice & Consequence

*Understand that both individuals and organizations make choices which have consequences*

### Patterns & Relationships

*Seek and recognize patterns and relationships, including change, cause and effect, similarities and differences*

### Systems: Economic, Social, Geographic, & Political/Civic

*Economic: Recognize that people make choices based on the availability of human, natural and capital resources and seek to meet their needs and wants*

*Social: Understand and appreciate differences between individuals, groups, and regions and recognize commonalities in communities and cultures*

*Geographic: Recognize that geography influences individuals, groups, and societies through a study of the geographic themes of place, location, regions, movement, and human interaction*

*Political: Understand that political systems and citizenship lead to both rights and responsibilities*

**Habits Of Mind:  
ACPS History and Social Science Processes with Essential Standards for Grades 3-5**

Historical Method/ Investigation & Inquiry:

Historical Thinking & Research

*Identify similarities and differences between people, events, or places*

Multiple Perspectives

*Understand and appreciate differences and recognize commonalities in communities and cultures*

Sources & Historic Record

*Differentiate between primary and secondary sources and use multiple resources multiple sources to draw conclusions, and determine patterns or relationships*

Communication Skills:

Using Visual Sources: Charts, Graphs, Photos, Maps & Art

*Use a variety of visual sources to gain information and find patterns or commonalities*

Analytical Writing

*Be able to convey understanding of a topic by writing in a variety of formats such as historical fiction, biography, or an expository/fact based format*

Critical Reading

*Identify the central meaning of a historical narrative or resource. Be able to make predictions, revise ideas, and generate questions from a text*

Public Speaking and Presenting

*Report on a topic sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace*

## Civics

### Standards:

#### Content Standards:

3.11

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness; and
- f) describing the purpose of rules.

3.12

The student will recognize the

### *Lifelong-Learner Standards*

LLS 5: Seek, recognize, and understand systems, patterns, themes, and interactions.

### *Enduring Understandings*

Successful civilizations depend upon responsible citizens and responsible governments.

Americans are diverse but are united by basic principles of our government.

### *Essential Questions*

Why is it important to be a responsible citizen?

Why do we need rules and laws?

How does diversity impact our community?

<p>importance of government in the community, Virginia, and the United States of America by</p> <p>a) explaining the purpose of 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; and</p> <p>c) explaining that government protects the rights and property of individuals.</p> <p>3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.</p> <p><b>Skills standard:</b></p> <p>The student will demonstrate skills for historical thinking,</p>		
	<p style="text-align: center;"><b><i>Knowledge</i></b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· <b>republican form of government:</b> A representative democracy</li> <li>· <b>rules:</b> Guidelines for how people should act or behave</li> <li>· <b>laws:</b> Important rules written and carried out by government</li> <li>· <b>community:</b> A place where people live, work, and play</li> <li>· <b>laws:</b> Important rules written and carried out by government</li> <li>· <b>government:</b> A group of people that makes laws, carries out laws, and decides if laws have been broken</li> <li>· <b>principles:</b> A foundation for a system of belief</li> </ul>	<p style="text-align: center;"><b><i>Skills</i></b></p> <p>Practice responsible citizenship.</p> <p>Brainstorm and enact ways citizens can serve their community at the local, state, and national level.</p> <p>Explain how a representative form of government works.</p>

<p>geographical analysis, economic decision making, and responsible citizenship by</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;</p>	<p>diverse- very different</p> <p>ethnic origins</p> <p>The American people have different ethnic origins and come from different countries but are united as Americans by the basic principles of a republican form of government, including the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.</p> <p>The purpose of laws is to keep people safe and maintain order.</p> <p>The purposes of government are to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop laws and protect the rights and property of individuals.</p> <p>Responsible citizens:</p> <ul style="list-style-type: none"> <li>● Respect and protect rights and property of others</li> <li>● Take part in voting</li> <li>● Demonstrate self-discipline and self-reliance</li> <li>● Practice honesty and trustworthiness</li> <li>● Describe the purpose of rules</li> <li>● Describe actions that can improve the school and community</li> </ul>	
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**How will I know if they can do “it”?**

**Assessments:**

*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

**Summary of Key Learning Events and Instruction:**

**Resources:**

*(digital, print, adopted, etc.)*

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## Economics

### Standards:

#### Content Standards:

3.8

The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.

3.9

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10

The student will identify examples of making an economic choice and will explain the idea of

### *Lifelong-Learner Standards*

LLS 5: Seek, recognize, and understand systems, patterns, themes, and interactions.

### *Enduring Understandings*

What civilizations make is affected by where they live and the resources available.

People make choices because they cannot have everything they want.

### *Essential Questions*

How do the resources available to a specific area impact what a civilization produces?

Why do people trade?

<p>opportunity cost (what is given up when making a choice).</p> <p><b>Skills standard:</b></p> <p>3.1 h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions;</p>		
	<p style="text-align: center;"><b>Knowledge</b> <i>What do my students need to know?</i></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>· <b>Natural resources:</b> Materials (e.g., water, soil, wood, coal) that come directly from nature</li> <li>· <b>Human resources:</b> People working to produce goods and services</li> <li>· <b>Capital resources:</b> Goods (e.g., machines, tools, buildings) made by people and used to produce other goods and services</li> <li>· <b>Producers:</b> People who use resources to make goods and/or provide services</li> <li>· <b>Goods:</b> Things that people make or use to satisfy wants</li> <li>· <b>Services:</b> Activities that satisfy people's wants</li> </ul> <p><b>Trade:</b> an exchange of items, usually without</p>	<p style="text-align: center;"><b>Skills</b> <i>What do my students need to be able to do?</i></p> <p>Recognize the resources available to a specific area and the goods/services the civilization can produce from them.</p> <p>Design a good/service to sale at the classroom marketplace with the resources available.</p> <p>Give a real life example of an economic decision which included an opportunity cost.</p>

payment of money

**Specialization:** the act of dividing labor as to focus on making only part of a product

- **Economic choice:** The choice that is made among alternatives or possibilities
- **Opportunity cost:** The next best choice that is given up when an economic choice is made

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.

Limited resources (time, money, space, etc.) force us to make economic choices.

Economic choices should be based upon which choice reaps the most benefits.

Resources are used to produce goods and

	services.	
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Assessment Evidence	
<b>How will I know if they can do “it”?</b>	
<b>Assessments:</b> <i>(tests, performance tasks, projects, papers etc)</i>	
Learning Plan	
<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)

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## Geography

### Standards:

#### Content Standards:

3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps  
(a) at the beginning of their cultures;  
(b) during their period of greatest influence; and  
(c) today

3.6 Student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and geographic features of:  
(a) Africa  
(b) Asia  
(c) Europe  
(d) North America  
(e) South America

### *Lifelong-Learner Standards*

LLS 5: Seek, recognize, and understand systems, patterns, themes, and interactions.

### *Enduring Understandings*

Civilizations develop and adapt in response to physical environments.

Cultures' size and location change over time.

### *Essential Questions*

How do geographic features affect how needs are met?

How do humans adapt to their environment?

Why does the size and location of cultures change over time?

<p>3.7 The student will describe how people in ancient world cultures adapted to their environment.</p> <p>3.1 (d) summarizing points and evidence to answer a question (j) accessing a variety of media, including online resources</p>	<p style="text-align: center;"><b>Knowledge</b> <i>What do my students need to know?</i></p> <p><b>Vocabulary</b>  <i>globes</i>  <i>maps</i>  <i>major rivers</i>  <i>mountain ranges</i>  <i>geographic features</i>  <i>continents</i></p> <p><b>Africa</b>  <i>-Nile River</i>  <i>-Atlas Mountains</i>  <i>-Sahara Desert</i></p> <p><b>Asia</b>  <i>-Huang He River</i>  <i>-Himalaya Mountains</i>  <i>-Gobi Desert</i></p> <p><b>Europe</b>  <i>-Mediterranean Sea</i>  <i>-Alps</i>  <i>-Italian Peninsula</i></p> <p><b>North America</b>  <i>-Mississippi River</i>  <i>-Rio Grande</i>  <i>-Rocky Mountains</i>  <i>-Appalachian Mountains</i></p> <p><b>South America</b>  <i>-Amazon River</i></p>	<p style="text-align: center;"><b>Skills</b> <i>What do my students need to be able to do?</i></p> <p>Summarize points and evidence to answer a question.</p> <p>Access a variety of media.</p> <p>Locate specific geographic features.</p> <p>Describe how civilizations adapt to their environment.</p> <p>Compare/contrast ancient civilization location to current boundaries.</p>
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	<p>-Andes Mountains -Amazon Rainforest</p>	
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Assessment Evidence	
How will I know if they can do “it”?	
<p><b>Assessments:</b> <i>(tests, performance tasks, projects, papers etc)</i></p>	
Learning Plan	
<p><b>Summary of Key Learning Events and Instruction:</b></p>	<p><b>Resources:</b> (digital, print, adopted, etc.)</p>

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## History and Contributions (Ancient Civilizations)

### Standards:

#### Content Standards:

3.2, 3.3, & 3.4

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

3.3 The student will explain how the contributions of

### *Lifelong-Learner Standards*

LLS 5: Seek, recognize, and understand systems, patterns, themes, and interactions.

### *Enduring Understandings*

Ancient civilizations “live on” through their contributions in our world today.

<p>ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</p> <p>3.4 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</p> <p><b>Skill Standards</b></p> <p>3.1</p> <p>(a) Identifying artifacts and primary and secondary sources to understand events in world cultures</p> <p>(b) Using geographic information to support an understanding of world cultures</p> <p>(c) Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures</p> <p>(e) comparing and contrasting ideas and perspectives to</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <p><b>Vocabulary:</b></p> <p>ancient architecture present world contribution cultures direct democracy representative government change</p> <p><b>Ancient China</b></p> <p>written language - characters, symbols inventions - kites, silk, cloth, compass, fireworks architecture - Great Wall</p> <p><b>Ancient Egypt</b></p> <p>written language - hieroglyphics inventions - paper made from papyrus, 365 day calendar, clock architecture - pyramids</p> <p><b>Ancient Greece</b></p> <p>architecture - Parthenon (columns) arts - pottery government - direct democracy sports - Olympic games of today are modeled</p>	
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<p>better understand people or events in world cultures  (f) determining relationships with multiple causes or effects  (g) explaining connections across time and place</p>	<p>after the games of Ancient Greece</p> <p><b>Ancient Rome</b>  architecture - The Colosseum and aqueducts, arches  art - mosaics  government - Republican (representative form of government: a representative democracy)</p> <p><b>Ancient Mali (West African Empire)</b>  storytellers  kings  economic development - trade routes (salt, gold)  Timbuktu</p>	
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<b>Assessment Evidence</b>	
<b>How will I know if they can do “it”?</b>	
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<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)

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