



## **Grade Three:**

*Introduction to History and  
Social Science— Focus on  
Ancient World Cultures*

***History and Social Science Standards of Learning  
Curriculum Framework 2015***

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
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## INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## **Grade Three**

### **Introduction to History and Social Science: Focus on Ancient World Cultures**

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

### **Skills**

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
  - b) using geographic information to support an understanding of world cultures;
  - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
  - d) summarizing points and evidence to answer a question;
  - e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
  - f) determining relationships with multiple causes or effects;
  - g) explaining connections across time and place;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) accessing a variety of media, including online resources.

### **History**

- 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 ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

### **Geography**

- 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 culture;

- b) during their period of greatest influence; and
  - c) today.
- 3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of
- a) Africa;
  - b) Asia;
  - c) Europe;
  - d) North America; and
  - e) South America.
- 3.7 The student will describe how people in ancient world cultures adapted to their environment.

### **Economics**

- 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 opportunity cost (what is given up when making a choice).

### **Civics**

- 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 importance of government in the community, Virginia, and the United States of America by
- a) explaining the purpose of laws;
  - b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and
  - c) explaining that government protects the rights and property of individuals.
- 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.