Third Grade Social Studies YAG

24/25

1st 9 Weeks
3.2 History. The student understands common characteristics of communities, past and present 3.2(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being 3.2(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation 3.8(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights 3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 3.3(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape 3.4(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community 3.4(B) use a scale to determine the distance between places on maps and globes 3.4(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system 3.9 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations Geography 3.10(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities 3.10(B) compare ethnic and/or cultural celebrations in the local community with other communities 3.11(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains 3.15 Social Studies skills. The student communicates in written, oral, and visual forms.

W1 8/12-8/16	Classroom culture (no formal plans/activities at teacher discretion)
W2 8/19-8/23	TEXAN Roots Review Overview Week
W3 8/26-8/30	Me poster/Self portraits Team Building
W4 9/2-9/6	Community and Citizenship
W5 9/9-9/13	Sept. 11th- heroes/first responders
W6 9/16-9/20	Constitution Week
W7 9/23-9/27	Urban, Suburban, Rural- Types of communities
W8 9/30-10/4	Continents and Oceans, Compass Rose and directions
W9 10/7-10/11	Map Grid and Map Symbols

2nd 9 Weeks
3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 3.3 Geography. The student understands how humans adapt to and/or modify the physical environment. 3.3(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards 3.3 Geography. The student understands how humans adapt to and/or modify the physical environment 3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 3.3(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape 3.4 Geography. The student understands the concepts of location, distance, and direction on maps and globes. 3.4(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community 3.4(B) use a scale to determine the distance between places on maps and globes 3.4(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system 3.7 Government. The student understands the basic structure and functions of various levels of government. 3.7(A) describe the basic structure of government in the local community, state, and nation 3.7(B) identify local, state, and national government officials and explain how they are chosen 3.7(C) identify services commonly provided by local, state, and national governments 3.8 Government. The student understands important ideas in historical documents at various levels of government. 3.8(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights 3.8(B) describe the concept of "consent of the governed" 3.10(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities

3.10(B) compare ethnic and/or cultural celebrations in the local community with other communities

W10 10/14-10/18	Map Skills and Geography
W11 10/21-10/25	Landforms
W12 10/28-11/1	Local and State Government
W13 11/4-11/8	Veteran's Day and Federal Government
W14 11/11-11/15	Branches of Government
W15 11/18-11/22	Branches of Government
W16 12/2-12/6	Holiday Around the World
W17 12/9-12/13	Holiday Around the World
W18 12/16-12/20	Holiday Around the World

3rd 9 Weeks
3.13 Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. 3.14 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. 3.13(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others 3.13(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities 3.6 Economics. The student understands how businesses operate in the U.S. free enterprise system 3.5(A) identify ways of earning, spending, saving, and donating money 3.5(B) create a simple budget that allocates money for spending and saving 3.6(A) explain how supply and demand affect the price of a good or service 3.6(B) define and identify examples of scarcity 3.6(C) explain how the cost of production and selling price affect profits 3.16 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.

W19 1/6-1/10	New Years
W20 1/13-1/17	Martin Luther King Day (Jan 15th) Entrepreneurs
W21 1/20-1/24	Entrepreneurs
W22 1/27-1/31	Economics
W23 2/3-2/7	Economics
W24 2/10-2/14	Supply/Demand Scarcity

W25 2/17-2/21	Economics
W26 2/24-2/28	OAM (Open Air Market)
W27 3/3-3/7	OAM

4th 9 Weeks
3.9 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations 3.9(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 3.9(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship 3.9(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting 3.9(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good 3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. 3.1(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities 3.1(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities 3.6(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses 3.10(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities 3.10(B) compare ethnic and/or cultural celebrations in the local community with other communities 3.11(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains 3.11(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes 3.12(A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities 3.14 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. 3.14(A) gather information, including historical and current events and

geographic data, about the community using a variety of resources 3.14(C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15 Social Studies skills. The student communicates in written, oral, and visual forms. 3.15(B) create and interpret timelines 3.15(C) apply the terms year, decade, and century to describe historical times

W28 3/10-3/14	OAM
W29 3/24-3/28	Historical/Influential People
W30 3/31-4/4	Historical/Influential People
W31 4/7-4/11	Historical/Influential People Reading STAAR- April 11
W32 4/14-4/18	Famous People presentations
W33 4/21-4/25	Immigration/Culture Math STAAR- April 25
W34 4/28-5/2	Immigration/Culture
W35 5/5-5/9	Immigration/Culture
W36 5/12-5/16	Immigration/Culture
W37 5/19-5/23	Wax Museum Presentations