

3rd Grade Social Studies Curriculum Bundle #1

Title		Suggested Dates
You and Your Communities		August 25 – September 11, 2009 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • People throughout the world as well as throughout time have connections to and similarities with each other. • Different types of maps are needed for different kinds of information. 	<ul style="list-style-type: none"> • How am I connected to people and places throughout the world? • How does where someone lives affect who they are? • How do I locate and use maps to find places and learn more about myself and others?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>3.3 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>3.3C Describe historical times in terms of years, decades, and centuries.</p>	<p>Terms:</p> <ul style="list-style-type: none"> • year—365 days • decade—10 years • century—100 years <p>TEACHER NOTE: Students should understand how long something lasted as well as how long ago it occurred. You could introduce timeline of people and cultures we will study this year.</p>	<p>Timeline Tool from Read Write Think</p> <p>“How Old is Old?” lesson plan from Detroit Institute of the Arts—Helps students understand years, decades and centuries using their own age and Ancient Egypt. Could integrate with math.</p> <p>Lesson Plans for Many Subjects on Ancient Egypt</p>
<p>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>3.4A describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;</p>	<p>Cairo, Egypt</p> <p>1.) Climate Sahara Desert, Africa—climate is hot and dry Cairo, Egypt</p> <p>2.) Landform, Natural Resource, and Natural Hazard Landform: river (Nile River) Natural resource: transportation and irrigation Natural hazard: flooding</p> <p>Chichen Itza, Mexico</p> <p>1.) Climate—hot and humid</p>	<p>Resources: Google Earth (Google Earth should be installed on your school computer as well as all computers in the labs. If it is not, you may submit a technology work order on the Intranet to have it downloaded.)</p> <p>Textbook: Atlas p. A2-A13</p> <p>TEACHER NOTE: One way to integrate all of the TEKS in Bundle #1 would be to:</p> <ul style="list-style-type: none"> • Review the 7 continents and 5 oceans • Do flow chart map of their communities (world—

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	<p>2.) <u>Landform, Natural Resource, and Natural Hazard</u> Landform: Yucatan Peninsula, Gulf of Mexico Natural hazard: hurricanes</p> <p>TEACHER NOTE: The Mayan civilization is engaging to students and integrates well with math and science topics. The Mayans had a deep understanding of astronomy and math, including a calendar for planting, a pyramid oriented on the sun, the invention of zero, and more!</p> <p>Athens, Greece 1.) <u>Climate</u>—hot, dry summers and colder winters 2.) <u>Landform</u> and <u>Natural resource</u> Mediterranean Sea (provides transportation)</p> <p>TEACHER NOTE: Other places that you might want to “take” the students:</p> <ul style="list-style-type: none"> • Antarctica • Rio de Janeiro, Brazil • Tokyo, Japan • Great Wall of China • Sydney, Australia • Paris, France • Washington, D.C., U.S. 	<p>continent—country—state—city)</p> <ul style="list-style-type: none"> • Use the “Congratulations” secret detective letter • Issue passports (discuss what a passport is) • Have daily missions using mapping skills to get to different communities around the world (compass rose, scale, grid, etc.) Daily Mission #1 is provided as a sample. • When class gets to the destination, do a mini-lesson on that community. Focus on climate, landforms, natural resources, and natural hazards in locations as they seem most relevant. • Use “Mission Reflection” as your assessment <p>Information on Math and Science in Mayan civilization</p> <p>Virtual Field Trips from techtrekers.com</p> <p>Including</p> <ul style="list-style-type: none"> • Ancient Greece • Egypt from Nova PBS Online • Egypt from National Geographic • Chichen Itza, Mexico (Mayan) <p>TEACHER NOTE: Flat Stanley also works very well learning about other communities and practicing map skills.</p>
<p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>3.5A use cardinal and intermediate direction to locate places such as the Amazon River, Himalayan Mountains, and Washington, D.C., on maps and globes;</p> <p>NOTE: Since the TEKS uses “such as” for the Amazon River, Himalayan Mountains, and Washington, D.C., PISD is allowed to select other places for students to locate using directions. Although you may still have students locate the “such as” places listed in the TEKS, in PISD all students will need to use directions to locate Athens, Cairo, and Chichen Itza.</p>	<p>Cardinal directions:</p> <ul style="list-style-type: none"> • north • south • east • west <p>Intermediate directions:</p> <ul style="list-style-type: none"> • northeast • northwest • southeast • southwest <p>TEACHER NOTE: Students should be able to go from one place to another on a map using cardinal and intermediate directions. This might be a review for them. Be sure to pre-assess to determine which students know what so that you can plan instruction accordingly.</p>	<p>Introduction to Cardinal Directions Uncle Sam’s farm game from Maps 101</p> <p>Introduction to Cardinal and Intermediate Directions from Maps 101</p> <p>Introduction to the Compass Rose from Maps 101</p>

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<p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>3.5B use a scale to determine the distance between places on maps and globes;</p>	<p>Students should use different types of scales such as both kilometers and miles.</p>	<p>Map Scale lesson plan for understanding and using map scale from Maps 101 (Maps 101 passwords are located on the Intranet > Technology > Passwords. The password may be shared with students and parents for use at home as well as school.)</p>
<p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>3.5C identify and use the compass rose, grid, and symbols to locate places on maps and globes; and</p>	<p>Students need to be able to distinguish among the following maps types:</p> <ul style="list-style-type: none"> • political maps • physical maps • climate maps • product maps <p>Students should use these maps skills on the variety of maps above.</p>	<p>Political maps: Beginner map of universe Beginner map of planet Beginner map of world Beginner map of United States Beginner map of Texas</p> <p>Outline maps: World outline map North America outline map United States outline map Various region or country outline maps</p> <p>Physical maps: United States physical</p> <p>Various thematic maps: Thematic maps of Texas Thematic maps of United States Thematic maps of world</p>
<p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>3.5D draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.</p>	<p>TEACHER NOTE: Possibilities for drawing maps include:</p> <ul style="list-style-type: none"> • Students could make maps from a story that they are currently reading or have read in the past. • Students could also map Flat Stanley’s destinations as letters return. • Students can map imaginary islands. • Students can map their bedroom and/or school and/or community, but check to see if they have already done similar projects in previous years. 	

Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.

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<p>3.16 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>3.16A obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;</p>		
<p>3.16 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>3.16E interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and</p>		