

Curriculum Map

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 1
Instructional Focus Summary	The focus is on getting involved and being a good citizen.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities</p> <p>3.3 History. The student understands the concepts of time and chronology. <u>(B) create and interpret timelines</u></p> <p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good (B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship (C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting (D) identify ordinary people who exemplify good citizenship</p> <p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p><u>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.</u> <u>(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources</u> <u>(B) sequence and categorize information</u> <u>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting</u> <u>(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps</u></p> <p><u>3.18 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</u> <u>A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</u> <u>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</u></p>		
Concepts/ Vocabulary	Common good, volunteer, Pledge of Allegiance, Medina, Ohio, Fremont, California, Tampa, Florida,		
Resources	Our Communities, workbook, maps, globes, and lesson masters		
Instructional Activities	Build vocabulary with word wall and map activities, United Streaming		

Assessment	Workbook, lesson masters, and Benchmark
Integration	Content integration among disciplines
Intervention	Small group instruction as needed
Extension	Fourth grade level instruction

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 2
Instructional Focus Summary	The focus is on the biography of Helen Keller, points of view, and the skill, cause and effect.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p>3.3 History. The student understands the concepts of time and chronology. <u>(B) create and interpret timelines</u></p> <p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good (B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship</p> <p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p><u>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.</u> <u>(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources</u> <u>(B) sequence and categorize information</u> <u>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting</u></p> <p>3.17 Social studies skills. The student communicates effectively in written, oral, and visual forms. (A) express ideas orally based on knowledge and experiences <u>(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</u></p> <p><u>3.18 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</u> <u>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</u> <u>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</u></p>		
Concepts/ Vocabulary	Cause and Effect, points of view		
Resources	Our Communities, workbook, maps, globes, and lesson masters, United Streaming		
Instructional Activities	Build vocabulary with word wall and map activities, United Streaming		
Assessment	Workbook, lesson masters, and Benchmark		

Integration	Content integration among disciplines
Intervention	Small group instruction as needed
Extension	Fourth grade level instruction

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 3
Instructional Focus Summary	The focus is on how volunteer groups and citizens can help out.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p><u>.18 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</u></p>	<p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</p> <p>(B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship</p> <p>(C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting</p> <p>(D) identify ordinary people who exemplify good citizenship</p> <p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society.</p> <p>(A) give examples of community changes that result from individual or group decisions</p> <p>(B) identify examples of actions individuals and groups can take to improve the community</p> <p>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p><u>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.</u></p> <p><u>(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps</u></p> <p>3.17 Social studies skills. The student communicates effectively in written, oral, and visual forms.</p> <p><u>(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</u></p> <p>(C) use standard grammar, spelling, sentence structure, and punctuation</p> <p><u>3.18 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</u></p> <p><u>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</u></p>		
Concepts/ Vocabulary	<p>Common good, volunteer, Pledge of Allegiance, Medina, Ohio, Fremont, California, Tampa, Florida</p> <p>Cause and Effect, points of view</p>		
Resources	Our Communities, workbook, maps, globes, and lesson masters		
Instructional Activities	Build vocabulary with word wall and map activities and United Streaming		
Assessment	Workbook, lesson masters, and Benchmark		
Integration	Content integration among disciplines		

Intervention	Small group instruction as needed
Extension	Fourth grade level instruction

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 4
Instructional Focus Summary	The focus is on our country's people and understanding hemispheres		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>3.2 History. The student understands common characteristics of communities, past and present. (A) identify reasons people have formed communities, including a need for security, law, and material well-being</p> <p>3.3 History. The student understands the concepts of time and chronology. (A) <u>use vocabulary related to chronology, including ancient and modern times and past, present, and future times</u></p> <p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. (A) <u>use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes</u> (B) <u>use a scale to determine the distance between places on maps and globes</u> (C) <u>identify and use the compass rose, grid, and symbols to locate places on maps and globes</u> (D) <u>draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system</u></p> <p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good</p> <p>3.12 Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. (A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa (B) <u>compare ethnic and/or cultural celebrations in Texas, the United States, and other nations</u></p> <p><u>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.</u> (A) <u>obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources</u> (B) <u>sequence and categorize information</u> (C) <u>interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting</u> (D) <u>use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information</u> (E) <u>interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps</u> (F) <u>use appropriate mathematical skills to interpret social studies information such as maps and graphs</u></p> <p>3.17 Social studies skills. The student communicates effectively in written, oral, and visual forms. (C) use standard grammar, spelling, sentence structure, and punctuation</p>		

Concepts/ Vocabulary	Heritage, sphere, hemisphere, equator
Resources	Our Communities, workbook, maps, globes, and lesson masters
Instructional Activities	Build vocabulary with word wall and map activities, United Streaming
Assessment	Workbook, lesson masters, and Benchmark
Integration	Content integration among disciplines
Intervention	Small group instruction as needed
Extension	Fourth grade level instruction

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 5
Instructional Focus Summary	The focus is on sharing culture through stories and study skills using parts of a source		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good (B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship</p> <p>3.13 Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. (A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett (B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan (C) retell the heroic deeds of characters of Greek and Roman myths (D) identify how selected fictional characters such as Robinson Crusoe created new communities</p> <p><u>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.</u> <u>C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting</u> <u>(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information</u> <u>(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps</u></p> <p>3.17 Social studies skills. The student communicates effectively in written, oral, and visual forms. (A) express ideas orally based on knowledge and experiences <u>(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</u> (C) use standard grammar, spelling, sentence structure, and punctuation</p>		
Concepts/ Vocabulary	hero myth legend Harriet Tubman David Crockett table of contents glossary index keyword		
Resources	Our Communities, workbook, maps, globes, and lesson masters, United Streaming		
Instructional Activities	Build vocabulary with word wall and map activities, United Streaming		
Assessment	Workbook, lesson masters, and Benchmark		
Integration	Content integration among disciplines		

Intervention	Small group instruction as needed
Extension	Fourth grade level instruction

Subject: Social Studies	Grade Level: 3rd	Sixth Week: 5th	Week: 6
Instructional Focus Summary	The focus is on artist's in the community and the biography of Maya Lin.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>3.14 Culture. The student understands the importance of writers and artists to the cultural heritage of communities.</p> <p>(A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world</p> <p>(B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world</p> <p>3.15 Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.</p> <p>(A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology</p> <p>(B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world</p> <p><u>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.</u></p> <p><u>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting</u></p> <p>3.17 Social studies skills. The student communicates effectively in written, oral, and visual forms.</p> <p>(A) express ideas orally based on knowledge and experiences</p> <p><u>(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</u></p> <p>(C) use standard grammar, spelling, sentence structure, and punctuation</p>		
Concepts/ Vocabulary	Museum, daguerreotype, mural, Mark Twain, Louis Daguerre, Berenice Abbott, Charles Harris, Diego Rivera		
Resources	Our Communities, workbook, maps, globes, and lesson masters, United Streaming		
Instructional Activities	Build vocabulary with word wall and map activities, United Streaming		
Assessment	Workbook, lesson masters, and Benchmark		
Integration	Content integration among disciplines		
Intervention	Small group instruction as needed		
Extension	Fourth grade level instruction		