

**Fayette County Schools
Curriculum Map
Social Studies
Unit 1: Citizenship**

Grade Level: 3

Grading Period: 1st Six Weeks

Enduring understanding: Good citizens understand their rights, privileges, and responsibilities and participate in social and governmental activities.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Fairness	I can identify and practice the enduring principles of honesty and fairness where I live.	3.1.01 3.1.02 3.1.03 3.1.04 3.1.05 3.1.06 3.1.07 3.1.08	What role does fairness play in getting along with others?	Responsibility Rights Privileges Justice Bill of Rights	Journals Rubric Oral Reports Role playing Write a paragraph on a national holiday	Use Newspapers in Education (NIE) to relate contemporary events to citizenship. Have a guest speaker on citizenship and patriotism.
Good Citizenship	I can relate and model good citizenship where I live.	3.1.02 3.1.04	What responsibilities does each citizen have in our society?	Citizen Neighbor	Posters Guest speaker	Research citizenship and patriotism to create a presentation on individual values held in our community.
Holidays	I can explain the importance of national holidays.	3.1.03	What national holidays do we celebrate? What are the origins of these holidays?	Memorial Day Independence Day Veterans Day Labor Day Flag Day Thanksgiving Martin Luther King Day	Project	Create a mini-book or electronic presentation highlighting our major holidays in America.

				Presidents' Day		After viewing link student colored images to each holiday and have learners write a personal reflection on each holiday.
Community Groups	I can identify and give examples of how groups can accomplish more than individuals.	3.1.05 3.1.06 3.1.07	What are some community groups that help solve local problems? Why do people join groups in a community?	Rotary Club Lions Club Junior Women's Club Civitan Club Kiwanis Club Church Organizations Sororities Fraternities		Research volunteer agencies and create a visual graphic organizer categorizing the purpose of each.
Volunteerism	I can choose a volunteer program and work to attain its goals.	3.1.08	In what ways can a volunteer make a difference?	Volunteer Altruism Charity		Create an informative illustrated foldable on American patriotic symbols.
Patriotic Symbols	I can identify the major symbols of our country, recite the Pledge of Allegiance and sing the Star Spangled Banner.	3.1.03	What are some symbols that we associate with our country?	National Anthem United States Flag Pledge of Allegiance Uncle Sam Bald Eagle Washington Memorial Lincoln Memorial White House		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 3.6-Work with language arts for interdisciplinary reading assignment. Example reading- LEXILE- A Battle of Words-Heather Christie 410L, Communities- Gale Saunders-Smith- 350L, A Flag For All- Larry Dane Bremner- 280L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the whole class.

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate. Discuss and use the lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 2: Government**

Grade Level: 3

Grading Period: 2nd Six Weeks

Enduring understanding: Our government is based on the rule of law; with rights and responsibilities identified in the Constitution.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Government	I can identify the purpose of government. I can demonstrate examples of how it is used in my classroom and community.	3.2.01 3.2.02 3.2.03 3.2.04 3.2.05	How does government work?	Government Peoples Needs Defense Health and Safety Education	Graphic organizers Pair Projects Journals Rubrics	Construct a chart on volunteer agencies in our community-label and illustrate each one. Write a reflection blog or journal from this chart.
Citizens	I can theorize on beliefs that bind us together.	3.2.02	What beliefs and practices bind our country together?	Citizens Voting Running for Office Serving in Military	Write a paragraph on what 'majority rule' means.	Identify a local issue you'd like to change-write a mock letter on your point of view-score with a rubric.
Levels of Government	I can identify the three levels of government and explain the responsibilities of each level.	3.2.03	What are the three levels of government?	Local State Federal		Make a chart with the names and jobs of our state and local leaders.
Leaders	I can differentiate the job and function of various governmental leaders.	3.2.03	Who is the leader of each level?	Mayor Council Governor Legislature President Congress		Hold a mock election on minor items (favorite color, favorite food, etc.) and show how

Majority Rule	I can demonstrate how the concept of majority rule is applied in our society/government .	3.2.04	What is majority rule? Why is majority rule important to us?	Majority Minority		decisions are handled by democracy, dictator, etc.
Rules / Laws	I can evaluate rules and laws and give examples of how they are changed.	3.2.05	Who makes the rules / laws we live by? How are rules / laws changed?	Judicial Branch Courts Ballots Elections Petition		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 3.6-Work with language arts for interdisciplinary reading assignment. Example reading- "Vote for Me-Kristen Hall"-230L, "Sword in The Tree"- Clyde Bulla- 380L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era. Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use the lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated charts and posters from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his / her accomplishments on the reverse.

Using a graphic organizer, students will compare and contrast the different branches of government. Once the comparison is completed, students will then write a paper on the similarities and differences.

Tiered Instruction:**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads**Tier 2** -Use Readers Notebook for guided practice**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 3: History**

Grade Level: 3**Grading Period: 3rd and 4th Six Weeks****Enduring understanding:** The history of our country is shaped by the people who participated in major events.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Historical Events	I can identify and discuss major historical events of the United States.	3.5.01 3.5.02 3.5.03 3.5.04 3.5.05 3.5.06 3.5.07 3.5.08 3.5.09 3.5.10	What are some major events in our history?	Exploration Colony Taxation Independence American Revolution Manifest Destiny Civil War Industrial Revolution Great Depression World Wars I and II	Timeline Reports Graphic organizers Charts Pictorial timeline	Construct an illustrated timeline of the flow of history in the United States of America. Conduct Internet research to get info to make mini-book biographies on

Famous People	I can research famous Americans and explain their contributions to our country.	3.5.06 3.5.08	Who are some famous Americans who helped shape our country?	Pilgrims George Washington Thomas Jefferson Abraham Lincoln Martin Luther King, Jr. Franklin D. Roosevelt Henry David Thoreau Mark Twain Clara Barton Eleanor Roosevelt Carrie Nation	Discussions Short reports Role playing	famous Americans. Use Newspapers in Education (NIE) for current events and exposure to the media. Make regular journal entries summarizing points of interest. Make a compare and contrast chart on assigned cultures to display and share with the large group. Research cultures, and then construct a compare and contrast paper in prose form to display the information. Create an illustrated timeline showing the different people's nationalities that have immigrated to America since Jamestown. Use this is a launch for a discussion on diversity.
Timeline	I can construct a timeline using primary sources to show how a community or region was settled and how it developed.	3.5.02	How can the history of a community be researched?	Primary Sources		
Cultures	I can compare and contrast present cultures to earlier cultures.	3.5.03	What are the similarities and differences of various cultures?	Economy Shelter Lifestyle Resources Trade Culture		
Artifacts	I can utilize artifacts and pictures from the past to make inferences about earlier life.	3.5.04 3.5.09	What can we learn from artifacts and pictures from the past?	Artifacts		
Current Events	I can discuss current events and draw conclusions from them.	3.5.05	What conclusions can be drawn from current events?	Newspapers Media TV Journalism Internet News Sources		

Organize Information	I can organize information using reference sources.	3.5.10	How can reference sources be used to organize information?	Reference Types Print Electronic		
Diversity	I can model respect for diversity of other opinions and cultures.	3.5.07	What is diversity?	Diversity Respect Opinion		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Thinkfinity and Odyssey can be used for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 3.6-Work with language arts for interdisciplinary reading assignment. Example readings- "Furry News-How to Make a Newspaper"-Loreen Leedy- 440L, "A Day in the Life of a TV Reporter"- Linda Hayward- 350L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the whole class.

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart from this era.

Give students a choice of historical events. Then have the students write a summary on the event.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 4: Economics**

Grade Level: 3

Grading Period: 5th Six Weeks

Enduring understanding: Economics is a system that is based on supply and demand for resources.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Supply and Demand	I can demonstrate the concept of supply and demand.	3.3.01 3.3.02 3.3.03 3.3.04 3.3.05 3.3.06 3.3.07 3.3.08 3.3.09	What is supply and demand?	Resources Raw Materials Supply Demand	Ongoing formative Journals Poster Pair project Savings	Demonstrate how supply and demand drives pricing by discussing, researching, and writing an essay on "hot toys over the past ten holiday seasons."
Scarcity	I can identify scarce resources.	3.3.01	How does scarcity of resources affect an	Scarcity Abundance Supply and Demand	Accounts Graphic organizer	Make a chart showing training needed, job

			economy?		Programs with local bank	<p>description, pay, and benefits for a group of occupations.</p> <p>Research taxation and how money is used on the federal and state levels. Make a presentation sharing your findings.</p> <p>Create a mock budget in collaborative pairs using info on income, rent, utilities, tax, auto cost, clothing, food, etc. and share with the large group on a poster or electronic presentation.</p> <p>Create a series of advertising posters for popular items for third graders. Display the posters and have students analyze why each one works as well as it does or does not.</p>
Budgeting	I can explain why budgeting is a useful skill.	3.3.02	Why is budgeting important to us throughout our lives?	Budget Expenses Income Cost Needs Wants		
Occupation	I can compare and contrast different occupations and determine their importance to the economy.	3.3.04	Are all occupations equally important to the economy?	Occupation Benefits		
Banking	I can determine the role of banks in the economy.	3.3.05	What services do banks provide to individuals?	Savings Account Checking Account Loan Certificate of Deposit (CD)		
Taxation	I can identify and explain how taxation is used to provide public services.	3.3.06	How do taxes provide for public services?	Taxation Public Services Infrastructure		
Product Path	I can demonstrate how a product is made from a raw material.	3.3.07	What is the process that occurs as a raw material is changed into a finished product?	Raw Material Product Interchangeable Parts		
Advertising	I can demonstrate a connection between advertising and production.	3.3.08	What role does advertising play in the economy?	Advertising Propaganda Salesmanship		
		3.3.09				

Data	I can illustrate economic principles such as supply and demand by utilizing various sources of data.	3.3.01	How can charts and graphs be used to illustrate basic economic principles, such as supply and demand?	Supply Demand Market Forces Faith		
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p>Suggestions: Thinkfinity and Odyssey can be used for interactive differentiated lessons.</p> <p>Suggested Readings: Lexile=L CSO 3.6 Work with language arts for interdisciplinary reading assignment. Example reading- “Fair Bear Share”- Stuart Murphy- 370L, “What Happens at a Toy Factory?”- Kathleen Pohl -450L,</p> <p>Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.</p> <p>Have learners in collaborative groups choose a key term studied to research and teach its origin to the whole class.</p> <p>Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.</p> <p>Divide students into collaborative pairs. Give each pair a choice of passages. Have the students write the cause and effect relationship on a graphic organizer. Students then will compose a writing based on the information on the graphic organizer. Allow time for students to present to another pair of students.</p> <p>Tiered Instruction: Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads Tier 2 -Use Readers Notebook for guided practice Tier 3 -Adapted reading materials, Adapted Reader’s Notebook</p>						

**Fayette County Schools
Curriculum Map
Social Studies
Unit 5: Geography**

Grade Level: 3

Grading Period: 6th Six Weeks

Enduring understanding: All locations on earth can be found on a map or globe. Maps and globes can provide useful data.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Maps/Globes	I can demonstrate how to use maps and globes to find various	3.4.01 3.4.02 3.4.03 3.4.04 3.4.05 3.4.06	How can maps and globes be used to locate places?	Globe Title Cardinal Directions Grid Meridians/Longitude Parallels/latitude	Observation Rubrics Map skills	Use Google Earth to locate state capitals and rank them by population and region. Follow up by having

	locations.	3.4.07 3.4.08		Symbols Scale Legend Political Map	Journal Landform Poster	students make a chart of your findings.
States/Capitals	I can name and locate states and state capitals on a map.	3.4.04	What are the capitals of our states?	Capital Primate City Infrastructure	Journal Graphic organizers	Divide the nation into regions and have groups list and describe as many geographic features as they can find.
Geographic Features	I can recognize and describe geographic landforms found on a world map.	3.4.03	How do geographic features affect how people live?	Peninsula Island Continents Oceans Gulfs Mountains Rivers Seas		Research weather reporting sources by doing an Internet search in pairs or whole group to explore local TV, weather.com, the Weather Channel, Accuweather, National Oceanic and Atmospheric Administration (NOAA), in order to compare benefits of each and then write a collaborative essay.
Climate / Weather Environment	I can explain how weather and climate affect peoples' lives and their work.	3.4.05 3.4.06 3.4.07	What is the effect of weather / climate on the environment?	Prognosticator		
Data	I can interpret data from maps, globes, charts, graphs, and timelines	3.4.08	What data can be found on maps, globes, charts, graphs, and timelines that can be useful to us?	Timeline		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Thinkfinity and Odyssey can be used for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 3.6-Work with language arts for interdisciplinary reading assignment. Example readings- "It's Raining It's Pouring"- Kin Eagle- 380L, "Clouds"- Gail Sanders- Smith 410L, "Fluffy Goes to Washington"- Kate McMullen 260L

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era. Have learners in collaborative groups choose a key term studied to research and teach its origin to the whole class.

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.

Divide students into collaborative groups. Give the students a choice of items to map. Then have them map out the item and label the parts of the map. Each student write directions on how to find a designated location on the map and the other students will take turns to find the location per the written directions.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook