

Portales Municipal Schools
Social Studies Curriculum Map-2010
Grade 3

ESSENTIAL QUESTIONS: (Building a Community) Why do we need rules and laws?					
STRAND: History, Geography, Civics and Government		BENCHMARK: K-4: I-C: Students will identify and describe similar historical characteristics of the United States and its neighboring countries. II-C: Be familiar with aspects of human behavior and manmade and natural environments in order to recognize their impact on past and present. III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. III-C: Become familiar with the basic purposes of government in New Mexico and United States.			
STANDARD I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
STANDARD II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
STANDARD III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
	PERFORMANCE STANDARD I= Introduce R=Review and Extend M=Master	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1st Nine Weeks	1-C1 Identify and compare components that create a community in the US and neighboring countries. II-C1 Identify personal behaviors that can affect community planning. III-A2 Describe and give examples of “public good.” III-C2 Explain how rules/laws are made and compare different processes used by local, state, tribal, and national governments to determine rules/laws.	Characteristics of an effective community <ul style="list-style-type: none"> • Compare and contrast • Identify components that create a community 	TSW identify the similarities and differences between communities by comparing on a Venn Diagram the cultures in the US, Mexico, and Canada. TSW create community expectations by making a list of classroom rules. TSW examine “whole school” rules and procedures by reading and discussing student/parent handbook. TSW demonstrate understanding of classroom procedures by following them.	Informal: Observing/listening Performance: list of class rules Performance: refocus form	Scott Foresman Social Studies “Communities” Textbook Unit 1 Chapter 1-2 Refocus form Student/Parent Handbook Books: <u>Hometowns</u> Carolyn Jackson <u>Building Homes, Building Hope</u> Marcie Bovetz

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ESSENTIAL QUESTIONS: (Building a Community) How do we solve problems in a community?					
STRAND: Geography		BENCHMARK: II-C Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. II-E Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.			
STANDARD II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 st Nina Wadke	<p>II-C2 Identify ways in which people have modified their environment (building roads, clearing land).</p> <p>II-C3 Describe the consequences of human modification of the natural environment (irrigation, highways).</p> <p>II-E2 Describe how transportations and communication networks are used in daily life.</p>	<p>Community improvement</p> <ul style="list-style-type: none"> • Interview skills • Note taking • Researching <p>Human/environment interaction</p> <ul style="list-style-type: none"> • Problem solving <p>Transportation and communication</p>	<p>TSW identify ways in which their community has modified its environment by interviewing community members working on the Main Street Project.</p> <p>TSW describe the consequences of dairy farming and irrigation vs. dry land farming in their community by watching a presentation by a representative from the local Soil and Conservation Service.</p> <p>TSW describe the process of getting milk from the cow to the carton by investigating online and conducting telephone interviews.</p>	<p>Write a “newspaper article” describing the reasons behind the “Main Street Project.”</p> <p>Create a Venn Diagram comparing and contrasting the effect of irrigation vs. dry-land farming in our area.</p> <p>Create a poster depicting the processes involved in getting milk “from the cow to the carton.”</p>	<p>From Cow to Carton by Aliko</p> <p>www.moomilk.com</p>

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ESSENTIAL QUESTIONS: (Building a Community) How do communities work?					
STRAND: Economics		BENCHMARK: IV-A Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic). IV-B Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.			
STANDARD IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1st Nine Weeks	<p>IV-A1 Explain that people want more goods and services that is possible to produce.</p> <p>IV-A2 Define and categorize resources (human, financial, natural)</p> <p>IV-A 3 Identify a variety of products that use similar resources.</p> <p>IV-B1 Recognize that a market system exists whenever buyers and sellers exchange goods and services.</p> <p>IV-B2 Understand how businesses operate in the US free enterprise system.</p> <p>IV-B3 Identify examples of economic systems.</p> <p>IV-C2 Identify currency, credit, debit, and checks as the basic mediums of exchange in Western society.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Compare/contrast <p>Economic Systems</p> <ul style="list-style-type: none"> • Counting money • Making change • Communication skills • Social communication 	<p>TSW identify and understand different types of resources by researching the community and making a list of businesses/industries, and then categorizing them based on resources (human, financial, natural).</p> <p>TSW identify products that use similar resources by taking a field trip to one of our local businesses/industries.</p> <p>TSW understand the market system by participating in the planning and implementation of a bake sale.</p>	<p>Complete a categorized list</p> <p>Complete a KWL chart</p> <p>Create a book describing the planning and implementation of a bake sale.</p>	<p>Area Phone Books Copies of Portales News Tribune T chart</p> <p><i>Local Field Trips:</i> Sunland Peanut Mill Dairy Farm Southwest Cheese Plant Southwest Canners</p> <p>Parent Volunteers</p> <p>Sites for Students: <i>economics</i> www.federalreserveeducation.org/resources/fiftyifty/</p> <p><i>saving/spending</i> www.practicalmoneyskills.com/games/ed_bank/index.html</p> <p>www.classbrain.com/cb_games/cb_gms_bag/lemonade.html#directions</p> <p>Books: <u>Chocolate Wasn't Always Sweet</u> Marilee Robin Burton <u>Heartlands</u> George McNeill</p>

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ESSENTIAL QUESTIONS: (Being a Member of a Community) How do I influence my community?					
STRAND: History Civics and Government		BENCHMARK: I-A Describe how contemporary and historical people and events have influenced New Mexico communities and regions. III-B Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time.			
STANDARD I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
STANDARD III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis of the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	
2nd Nine Weeks	<p>IA-1 Describe how the lives and contributions of people of New Mexico influenced local communities and regions.</p> <p>III-B1 Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.</p>	<p>Influences of individuals and groups on communities</p> <ul style="list-style-type: none"> • Research • Critiquing • Inferring • Summarizing • Note-taking 	<p>TSW investigate the contributions of early settlers on Roosevelt County by:</p> <ul style="list-style-type: none"> • Conducting a Field Trip to County Museum • Interviewing community members • Reading Local history books <p>TSW list basic symbols and icons of New Mexico and the United States by researching books.</p> <p>After reading online sources TSW compare/contrast different symbols, icons, and traditions of the Native American tribes of New Mexico by creating a Power Point presentation.</p>	<p>Create a book describing the contributions and influences of early settlers on Roosevelt County.</p> <p>Create a poster of songs, symbols, and traditions.</p> <p>Rubric</p>	<p>Roosevelt County History Museum</p> <p><u>Roosevelt County History and Heritage</u>, pub. 1975</p> <p><u>History of The Causey, New Mexico Area and It's Pioneers</u>, pub. 1995</p> <p><u>Celebrate Freedom</u> Scott Foresman, supplement <u>Learning About Your State and Community</u> Scott Foresman, supplement</p> <p>Books: <u>The Pioneer Way</u> Patricia Kummer <u>Diary of a Pioneer Boy</u> Elizabeth Massie <u>If You Traveled West in a Covered Wagon</u> Ellen Levine <u>Scholastic Encyclopedia of the North American Indian</u> James Ciment (James Library) <u>If You Lived With the Cherokee</u> Peter and Connie Roop <u>If You Lived with the Iroquois</u> Ellen Levine</p>

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ESSENTIAL QUESTIONS: (Being a Member of a Community) What are my rights and responsibilities?					
STRAND: Geography, Civics and Government, Economics		BENCHMARK: II-E Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. III-C Become familiar with the basic purposes of government in New Mexico and the United States. III-D Understand rights and responsibilities of “good citizenship” as members of a family, school, and community. IV-C Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.			
STANDARD II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
STANDARD III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the US and NM constitutions and how governments function at local, state, tribal, and national levels.					
STANDARD IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2nd Nine Weeks	II-E3 Describe how cooperation and conflict affect neighborhoods and communities.	Social Interaction within a community <ul style="list-style-type: none"> Working together Citizenship Problem solving Listening Reflecting 	TSW participate in the writing of PDSA (Plan Do Study Act) to solve problems as they arise in the classroom/playground. After reading articles from the local newspaper TSW explain how individual and group behavior influences their community by writing a summary.	PDSA Writing rubric	PDSA Forms Copies of Portales News Tribune newspaper www.PNTOonline.com
	III-C1 Describe how the majority protects the right of the minority.				
	III-D1 Explain the significance of participation and cooperation in a classroom and community.	Participating in a Democratic Society	TSW use their influence on a group by exercising their right to vote in classroom decisions. TSW apply their knowledge of responsible behavior by participating in school wide citizenship activities.	Participation	
	III-D2 Understands the impact of individual and group decisions on communities in a democratic society.				
	III-D3 Explain the significance and process of voting.				
IV-C1 Understand the purpose of spending and saving money.	Economic systems		TSW relate the purposes of spending and saving by interviewing a local banker.	Create a flyer on spending/or saving money.	

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ESSENTIAL QUESTIONS: (Being a Member of a Community) How is our government structured?					
STRAND: Civics and Government		BENCHMARK: III-A Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.			
STANDARD III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the US and NM constitutions and how governments function at local, state, tribal, and national levels.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3 rd Nina Wagle	III-A1 Explain the basic structure and functions of local governments.	Structure and Function of our Local Government <ul style="list-style-type: none"> • Research • Critiquing • outlining 	TSW distinguish the basic structure and functions of government in New Mexico by researching online sources then creating an outline.	Checklist	Learning About Your State and Community Scott Foresman, supplement www.governor.state.nm.us/kidscorner.php

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ESSENTIAL QUESTIONS: (Where are We?) Why do we live where we live?					
STRAND: History, Geography, Civics and Government		BENCHMARK: I-D Understand time passage and chronology. II-A Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments. II-D Understand how physical process shape the Earth’s surface patterns and biosystems. II-E Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict. III-A Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.			
STANDARD I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. STANDARD II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. STANDARD III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the US and NM constitutions and how governments function at local, state, tribal, and national levels.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3rd Nine Weeks	<p>II-A1 Identify and use the mapping tools of scale, grid, compass rose, symbols and mental mapping to locate and draw places on maps and globes.</p> <p>III-A3 Explain how NM helps to form a nation with other states.</p> <p>II-D2 Describe how physical processes shape features on the Earth’s surface.</p> <p>II-E1 Describe how patterns of culture vary geographically.</p> <p>I – D1 Interpret information from multiple resources and contexts to determine chronological relationships.</p>	<p>Map Skills</p> <ul style="list-style-type: none"> • Cardinal & intermediate directions • Keys & legends • Symbols <p>Landforms</p> <ul style="list-style-type: none"> • Cause and effect • Steps in a process <p>Patterns in culture in relation to geography</p> <ul style="list-style-type: none"> • Compare and contrast • Infer 	<p>TSW apply map skills by locating places and objects on maps and globes.</p> <p>TSW demonstrate map skills by creating a map (playground, home, classroom, school)</p> <p>After reading a variety of books TSW describe how landforms are shaped as a result of physical processes by constructing a flipbook.</p> <p>TSW demonstrate an understanding of culture in relation to location by comparing and contrasting various cultures</p> <p>TSW will analyze and determine chronological order of events by creating a timeline.</p>	<p>Written assessment</p> <p>Student-made map</p> <p>rubric</p> <p>Diorama – landforms</p> <p>Venn Diagram</p> <p>Timeline</p>	<p>Student Atlas Scott Foresman, Supplement</p> <p>www.geography.pppst.com/mapskills.html (click on map skills)</p> <p><i>Map Skill for Children</i> (DVD) James Library</p> <p><u>The Sun, Wind , and Rain</u> Lisa Westberg Peters</p> <p><u>Landform Series</u> Cassie Mayer <u>The Restless Earth</u> Melvin Berger <u>Nature’s Power</u> Patricia Kummer</p> <p><u>Communities</u>, pg 170-181 Scott Foresman, Textbook</p> <p><i>Teacher Resource-</i> http://www.emsc.nysed.gov/ciaj/socst/grade3/home.html</p> <p><u>Communities</u>, pg. 248-249 Scott Foresman Textbook</p>

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ESSENTIAL QUESTIONS: (Taking Care of Earth) How do natural resources help our community grow?					
STRAND: Geography		BENCHMARK: II-B Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change. II-C Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. II-D Understand how physical processes shape the Earth's surface patterns and biosystems. II-F Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.			
STANDARD II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 th Nine Weeks	II-D1 Identify the components of earth's biosystems and their makeup (air, land, plants, water, animals).	Ecosystems <ul style="list-style-type: none"> • Compare/ contrast • Comprehension • Categorize 	After reading a variety of books TSW identify the components of an ecosystem by creating a model of an ecosystem.	Checklist of Components	<u>The Biosphere</u> Mary Cason <u>A Forest Community</u> Elizabeth Massie <u>Lands of Ice and Snow</u> Avelyn Davidson <u>Life on the African Savannah</u> Melvin Berger <u>Life in the Desert</u> Melvin Berger <u>Deserts</u> Lisa Benjamin *****
	II-F2 Identify the characteristics of renewable resources.	Renewable resources <ul style="list-style-type: none"> • Problem solving 	TSW learn and demonstrate an understanding for renewable resources by making "sun tea."	Venn Diagram	<u>Solar and Wind Power</u> Peter Lerangis <u>Wind Power</u> Tea Benduhn <u>Clean Energy</u> Peggy Hock
	II-B 2 Explore examples of environmental and social changes in various regions. II-B 1 Describe how human and natural processes can sometimes work together to shape the appearance of places (Fire restorations).	Environmental and social changes <ul style="list-style-type: none"> • Researching • Critiquing • Categorizing • Debating • Justify/defend 	TSW learn and demonstrate an understanding for renewable resources by making a wind-powered Matchbox car. TSW explore the invention of the car and its effect on the environment (past and present) by researching online sources and writing a report. After researching online sources TSW participate in a debate on "car vs. bicycle."	Writing rubric Student-made rubric	<i>This is America, Charlie Brown - The Great Inventors(DVD)</i> James Library <i>I Need Earth and The Earth Needs Me (VHS) James</i>