

Prince George County Public Schools

Grade Three History & Social Science Pacing Guide

2015 Standards

| 1st Nine Weeks | 2nd Nine Weeks |
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| <p>3.6 (d & e) The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of :</p> <p>d) North America and e) South America</p> <p>3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p> <p>3.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <p>a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decisions; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness; and f) describing the purpose of rules.</p> <p>3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.</p> | <p>3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p>3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps</p> <p>a) at the beginning of their culture; b) during their period of greatest influence; and c) today.</p> <p>3.6 (a & b) The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of</p> <p>a) Africa; b) Asia</p> <p>3.7 The student will describe how people in ancient world cultures adapted to their environment.</p> <p>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> |
| 3rd Nine Weeks | 4th Nine Weeks |
| <p>3.3 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</p> <p>3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps</p> <p>a) at the beginning of their culture; b) during their period of greatest influence; and c) today.</p> <p>3.6 c The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of</p> <p>c) Europe</p> <p>3.7 The student will describe how people in ancient world cultures adapted to their environment.</p> <p>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> | <p>3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.</p> <p>3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps</p> <p>a) at the beginning of their culture; b) during their period of greatest influence; and c) today.</p> <p>3.6 a The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of</p> <p>a) Africa</p> <p>3.7 The student will describe how people in ancient world cultures adapted to their environment.</p> <p>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> <p>3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by</p> <p>a) explaining the purpose of laws; b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and c) explaining that government protects the rights and property of individuals.</p> |

3. 1 standard is a set of skills that should be taught **throughout the school year**. The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
- b) using geographic information to support an understanding of world cultures;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
- f) determining relationships with multiple causes or effects;
- g) explaining connections across time and place;
- h) using a decision-making model to make informed decisions;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) accessing a variety of media, including online resources.