

Ganado Unified School District

(Social Studies/3rd Grade)

PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter</p> <p>Week 1-2 - July 31 & August 6</p> <ul style="list-style-type: none"> Table maps Graphic organizers World maps Vocabulary cards Compass Timeline maps myWorld Interactive 	<p>Geography Skills</p> <p>S4.C1.PO1-Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes</p> <p>S4.C1.PO2-Interpret political and physical maps using the following elements:</p> <ul style="list-style-type: none"> Alpha-numeric grids Title Compass rose – cardinal and intermediate directions Symbol Legend Scales <p>S4.C1.PO6-Recognize characteristics of human and physical features:</p> <ol style="list-style-type: none"> Physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula) Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city) 	<ul style="list-style-type: none"> Are globes always the same shape? What is a hemisphere? How are the equator and the prime meridian similar and different? What is an absolute location? How is relative location different from absolute location? What are some features on a physical map? Why do more people tend to live in cities? 	<p>I can:</p> <ul style="list-style-type: none"> Identify types of maps and what they show Describe the parts of a map, including its title, legend, scale, and compass rose Describe a globe Explain the purpose of latitude and longitude lines Differentiate between absolute and relative location Differentiate between physical geography and human geography Interpret information shown on a map, in a table, and in a geography 	<p>political map</p> <p>title</p> <p>map legend</p> <p>map key</p> <p>symbol</p> <p>scale</p> <p>compass rose</p> <p>globe</p> <p>equator</p> <p>latitude</p> <p>longitude</p> <p>prime meridian</p> <p>hemisphere</p> <p>absolute location</p> <p>relative location</p> <p>physical geography</p> <p>physical map</p> <p>elevation</p> <p>human geography</p> <p>population map</p>

	<p>S4.C1.PO7-Locate physical and human features using maps, illustrations, images, or globes:</p> <p>a) Physical (i.e., seven continents, four oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, peninsula)</p> <p>b) Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	 <p>THINKING</p> <p>COMMUNICATION</p>		
<p>1st Quarter</p> <p>Week 3 – AUG. 13</p> <p>Chptr 1 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Land and Water</p> <p>S4.C1.PO6-Recognize characteristics of human and physical features:</p> <p>a) Physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)</p> <p>S4.C1.PO7-Locate physical and human features using maps, illustrations, images, or globes:</p> <p>a) Physical (i.e., seven continents, four oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, peninsula)</p> <p>b)</p> <p>S4.C2.PO2-Describe how physical and human characteristics of places change from past to present.</p>	<ul style="list-style-type: none"> • How can land and water change from place to place?  <p>SELF & SOCIAL AWARENESS</p>	<p>I can:</p> <ul style="list-style-type: none"> * Identify and describe physical features such as landforms and bodies of water * Locate physical features on a map or globe * Understand that regions have similar physical and cultural characteristics * Identify and compare the characteristics of different regions * Locate different regions on a map or globe * Describe state- and community-specific regions and physical features of significance 	<p>continent landform mine adobe area region</p>

<p>1st Quarter</p> <p>Week 4 – AUG. 20</p> <p>Chptr 1 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Weather, Climate, and Forces of Nature</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • How can climate affects the land, plants, and animals 	<p>I can:</p> <ul style="list-style-type: none"> * Recognize that weather and climate vary from place to place * Describe the weather and climate in different places * Describe how weather and climate affect how and where people, plants, and animals live * Compare and contrast different ecosystems * Identify and describe natural hazards and natural disasters. 	<p>weather climate elevation vegetation ecosystem affect structure</p>
<p>1st Quarter</p> <p>Week 5 – AUG. 27</p> <p>Chptr 1 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Using Earth's Resources</p> <p>S5.C1.PO5-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p>S5.C1.PO6-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • How are natural resources used? 	<p>I can:</p> <ul style="list-style-type: none"> * Know how natural resources are used * Recognize that regions can be characterized by availability and use of resources * Understand that people use resources in different way and explain how humans' use of resources affects people, plants, animals, and the environment. 	<p>agricultural region industrial region renewable resource nonrenewable resource conserve erosion recycle consume essential</p>
<p>1st Quarter</p> <p>Week 6 – SEPT. 4</p> <p>Chptr 1 - Lesson 4</p>	<p>Interacting with the Environment</p> <p>S5.C1.PO1-Identify how scarcity requires people to make choices</p>	<ul style="list-style-type: none"> • How do people affect the environment 	<p>I can:</p> <ul style="list-style-type: none"> * Understand that the environment influences how and where people live 	<p>adapt modify irrigate method enable</p>

<ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>due to their unlimited wants and needs.</p> <p>S5.C1.PO5-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p>S5.C1.PO6-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>		<ul style="list-style-type: none"> * Understand that climate influences how and where people live * Describe ways people interact with their physical environment to meet their basic needs * Identify human actions that affect the environment in positive and negative ways * Explain how and why people protect the environment 	
<p>1st Quarter</p> <p>Week 7 – SEPT. 10</p> <p>Chptr 2 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p style="text-align: center;">Goods and Services</p> <p>S5.C1.PO1-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p>S5.C1.PO5-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p>S5.C1.PO6-Discuss how producers use natural human, and capital resources to create goods and services.</p>	<ul style="list-style-type: none"> • How do goods and services have changed over time? • Where are goods produced? 	<p>I can:</p> <ul style="list-style-type: none"> * Describe how producers use different types of resources to make goods and provide services * Explain how production and consumption of goods and services has changed over time * Understand that people trade to get resources and good and that companies import and export these products. * Identify factors that consumers and producers consider when making economic choices. * 	<p>goods services consumer local producer import export rely purchase</p>

	<p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>			
<p>1st Quarter</p> <p>Week 8 – SEPT. 17</p> <p>Chptr 2 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Types of Resources</p> <p>S5.C1.PO4-Give examples of trade in the local community (e.g., farmers supply the grocer)</p> <p>S5.C1.PO5-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p>S5.C1.PO6-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • What are the three types of resources used to create a product? 	<p>I can:</p> <ul style="list-style-type: none"> * Differentiate among natural, human, and capital resources * Describe how each type of resource contributes to the production of goods and services * Explain how education and training enhance human resources * Explain how advances in technology have changed the ways we use resources 	<p>human resource capital resource sufficient technology</p>
<p>1st Quarter</p> <p>Week 9 – SEPT. 24</p> <p>Chptr 2 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps 	<p>Economic Choices</p> <p>S5.C1.PO1-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p>S5.C1.PO2-Identify opportunity cost in personal decision-making situations</p>	<ul style="list-style-type: none"> • How do we make economic choices? 	<p>I can:</p> <ul style="list-style-type: none"> • Understand that economic choices involve trade-offs • Explain the role of opportunity cost in economic choices • Analyze costs and benefits of sample economic choices • List steps for making economic choices • Differentiate between needs and wants 	<p>trade-off cost opportunity cost benefit need want adjust responsible option</p>

<ul style="list-style-type: none"> myWorld Interactive 	<p>S5.C1.PO4-Give examples of trade in the local community (e.g., farmers supply the grocer)</p> <p>S5.C1.PO5-Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world</p> <p>S5.C1.PO6-Discuss how producers use natural human, and capital resources to create goods and services.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>			
<p>1st Quarter</p> <p>Week 10 – OCT. 1</p> <p>Chptr 2 - Lesson 4</p> <ul style="list-style-type: none"> Table maps Graphic organizers World maps Vocabulary cards Compass Timeline maps myWorld Interactive 	<p>Human Capital and Your Future</p> <p>S5.C1.PO1-Identify how scarcity requires people to make choices due to their unlimited wants and needs.</p> <p>S5.C1.PO2-Identify opportunity cost in personal decision-making situations</p> <p>S5.C5.PO1-Discuss costs and benefits of personal spending and saving</p>	<ul style="list-style-type: none"> How can I prepare for my future with my work today? 	<p>I can:</p> <ul style="list-style-type: none"> * Explain how students are human resources with human capital * Describe ways that students can increase their human capital * Explain why government and taxpayers provide public education * Identify skills and knowledge needed to do different types of jobs * Explain the value of volunteer work 	<p>invest human capital occupation prepare future</p>

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<p>2nd Quarter</p> <p>Week 11 – OCT. 9</p> <p>Chptr 3 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>America's First People</p> <p>S1.C1.PO1-Use timeline to identify the time sequence of historical data</p> <p>S1.C1.PO2-Recognize how archaeological research adds to our understanding of the past.</p> <p>S1.C1.PO3-Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past</p> <p>S1.C3.PO4-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • How does geography influences communities? • How does the past connects to the present? 	<p>I can:</p> <ul style="list-style-type: none"> * Identify and compare different cultural groups used their available resources * Identify ways that Native American groups cooperated with one another and ways that they worked against one another. * Describe interactions between Europeans and American Indians * Compare and contrast American Indian cultures, past and present 	<p>custom</p> <p>longhouse</p> <p>confederacy</p> <p>cooperation</p> <p>reservation</p> <p>government</p> <p>tradition</p> <p>purpose</p> <p>generation</p>

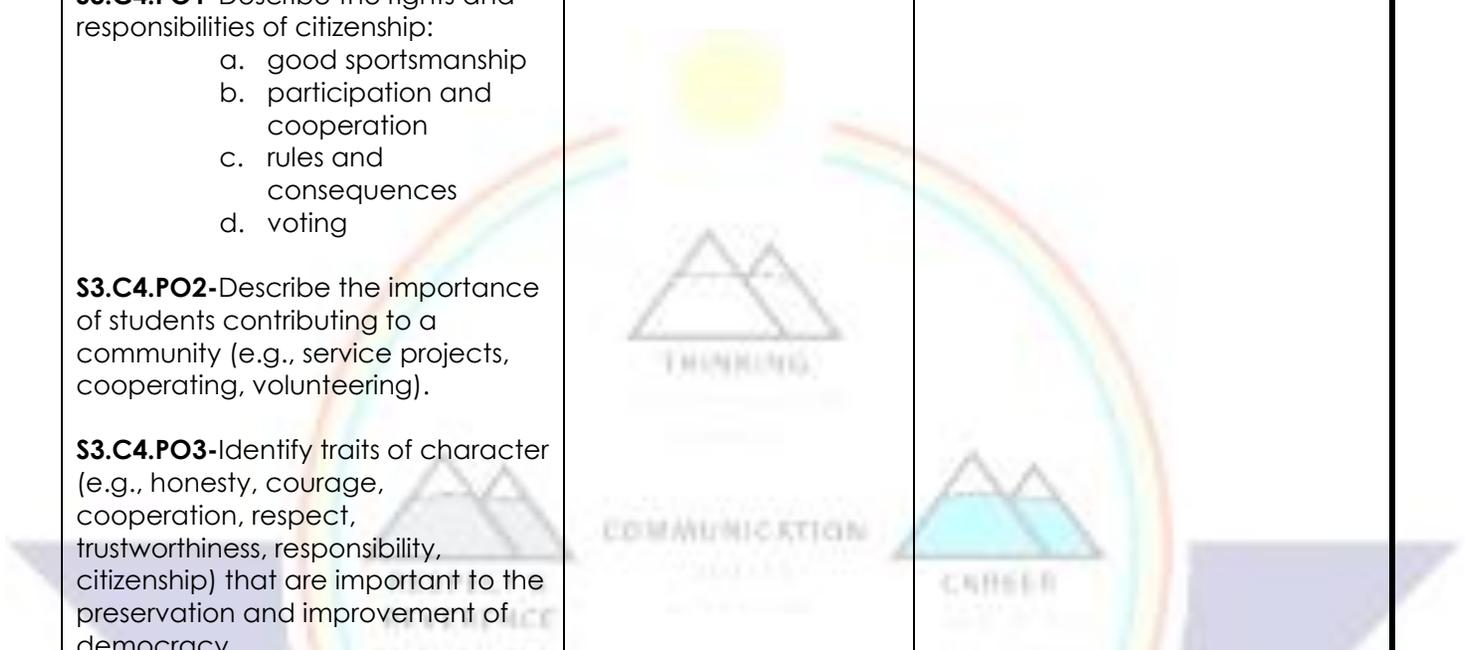
<p>2ND Quarter</p> <p>Week 12 –OCT. 15</p> <p>Chptr 3 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Early Explorers</p> <p>S1.C1.PO1-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p>S1.C1.PO2-Recognize that European countries explored the New World for economic and political reasons.</p> <p>S1.C1.PO3-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • How will I know the cause and effects of European exploration? 	<p>I can:</p> <ul style="list-style-type: none"> * Identify reasons for exploration by European explorers * Explain the reasons and resulting effects of Spanish exploration * Describe the findings of French exploration * Describe the sequence of English exploration 	<p>explorer route motive claim</p>
<p>2nd Quarter</p> <p>Week 13 –OCT. 22</p> <p>Chptr 3 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Early Spanish Communities</p> <p>S1.C1.PO1-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p>S1.C1.PO2-Recognize that European countries explored the New World for economic and political reasons.</p> <p>S1.C1.PO3-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de</p>	<ul style="list-style-type: none"> • How will I know about early Spanish explorers and settlers in North America? 	<p>I can:</p> <ul style="list-style-type: none"> * Describe key events in the Spanish exploration of Florida? * Identify key events in the battle between Spain and France for settlement of Florida * Identify other Spanish explorers and the results of their explorations * Describe Spanish exploration and settlement of the Southwest 	<p>legend fort colony colonize mission citizen defend significant</p>

	<p>Soto) and their discoveries in the New World.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>			
<p>2nd Quarter</p> <p>Week 14 –OCT. 29</p> <p>Chptr 3 - Lesson 4</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Early French Communities</p> <p>S1.C1.PO1-Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p> <p>S1.C1.PO2-Recognize that European countries explored the New World for economic and political reasons.</p> <p>S1.C1.PO3-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p>	<ul style="list-style-type: none"> • How will I know about early French explorers and settlers in North America? 	<p>I can:</p> <ul style="list-style-type: none"> * Explain why settlers came to the North America * Describe the key events in the French exploration of North America identify the reasons why French built Quebec City * Describe the exploration of the Mississippi River * Explain the onset and the result of the French and Indian War 	<p>expedition territory undertake influence</p>
<p>2nd Quarter</p> <p>Week 15 – NOV. 5</p> <p>Chptr 3 - Lesson 5</p> <ul style="list-style-type: none"> • Table • maps 	<p>Communities Through Time</p> <p>S1.C1.PO2-Recognize that European countries explored the New World for economic and political reasons.</p>	<ul style="list-style-type: none"> • Why did the settlers come from England to North America? 	<p>I can:</p> <ul style="list-style-type: none"> * Explain why English settlers came to North America * Describe key details in the settlement of English colonies 	<p>drought debt interpreter quaker pilgrim require crucial</p>

<ul style="list-style-type: none"> Graphic organizers World maps Vocabulary cards Compass Timeline maps myWorld Interactive 	<p>S1.C1.PO3-Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p>S2.C5.PO2-Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa)</p> <p>S1.C10.PO1-Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>S4.C4.PO1-Describe changes over time in transportation.</p> <p>S4.C4.PO2-Describe changes over time in communication networks.</p>		<ul style="list-style-type: none"> * Identify hardships encountered in English settlements 	
<p>2nd Quarter</p> <p>Week 16–NOV. 13</p> <p>Chptr 3 - Lesson 6</p> <ul style="list-style-type: none"> Table maps Graphic organizers World maps Vocabulary cards Compass Timeline maps myWorld Interactive 	<p>Creating a New Nation</p> <p>S2.C2.PO3- Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.</p> <p>S2.C2.PO4-Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</p>	<ul style="list-style-type: none"> What are the causes and effects of the American Revolution? 	<p>I can:</p> <ul style="list-style-type: none"> * Describe the key events in American independence and the cause of the American Revolution * Describe the creation and significance of key documents * Identify documents that exemplify American history and ideals * Describe how individuals, events, and ideas have formed and changed government * Use terms to describe historical times 	<ul style="list-style-type: none"> tax protest legislature patriot independence revolution constitution impose background

	<p>S2.C1.PO1-Use timelines to identify the time sequence of historical data</p> <p>S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.</p> <p>S3.C1.PO2-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S3.C1.PO3- Describe how people in the community and state work together to achieve common goals</p> <p>S4.C4.PO1-Describe changes over time in transportation.</p> <p>S4.C1.PO2-Describe how physical and human characteristics of places change from past to present</p>		<p>* Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.</p>	
<p>2nd Quarter</p> <p>Week 17-NOV. 26</p> <p>Chptr 4 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps 	<p>American Government</p> <p>S3.C2.PO1-Discuss the three branches of state and national government:</p> <ol style="list-style-type: none"> Executive Legislative Judicial <p>S3.C2.PO2-Recognize that there are different levels of government (e.g., local, tribal, county, state, national).</p>	<ul style="list-style-type: none"> • How did the federal government organized? 	<p>I can:</p> <ul style="list-style-type: none"> * Explain the need for government * Evaluate the purpose and the importance of the U.S. Constitution * Differentiate among the three branches of federal government * Describe how other levels of government work with the federal government 	<p>federal legislative congress executive judicial consequence violate</p>

<ul style="list-style-type: none"> • myWorld Interactive 	<p>S3.C3.PO 1-Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).</p> <p>S3.C4.PO1-Describe the rights and responsibilities of citizenship:</p> <ol style="list-style-type: none"> good sportsmanship participation and cooperation rules and consequences voting <p>S3.C4.PO3-Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p>			
<p>2nd Quarter</p> <p>Week 18 – DEC. 3</p> <p>Chptr 4 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p style="text-align: center;">Branches of the Government</p> <p>S3.C2.PO1-Discuss the three branches of state and national government:</p> <ol style="list-style-type: none"> Executive Legislative Judicial <p>S3.C2.PO2-Recognize that there are different levels of government (e.g., local, tribal, county, state, national).</p> <p>S3.C3.PO 1-Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).</p>	<ul style="list-style-type: none"> • What does each branch of government do? 	<p>I can:</p> <ul style="list-style-type: none"> * Identify the responsibilities of the executive, legislative, and judicial branches of government * Describe the roles of key leaders in each branch of government and how they make decisions. 	<p>representative bill veto cabinet checks and balances role approve</p>

	<p>S3.C4.PO1-Describe the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting <p>S3.C4.PO2-Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</p> <p>S3.C4.PO3-Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</p>			
<p>2nd Quarter</p> <p>Week 19 –DEC. 10</p> <p>Chapter 4 Lessons 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Levels of Government</p> <p>S4.C1.PO2-Describe how physical and human characteristics of places change from past to present</p> <p>S1.C3.PO4-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p> <p>S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.</p>	<ul style="list-style-type: none"> • Why does United States have three levels of government? • What do each level do? • 	<p>I can:</p> <ul style="list-style-type: none"> * Understand that the United States has three levels of government: local, state, and national * Identify the responsibilities of local, state, and national government * Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them * 	<p>charter mayor council governor census organize legal</p>

<p>2nd Quarter</p> <p>Week 20 –DEC. 17</p> <p>Chapter 4 Lessons 4</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Landmarks, Symbols, and Documents</p> <p>S3.C1.PO1-Describe national symbols and monuments that represent American democracy and values:</p> <ol style="list-style-type: none"> a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the U. S. Capitol <p>S4.C1.PO2-Describe how physical and human characteristics of places change from past to present</p> <p>S3.C1.PO2-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S1.C3.PO4-Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land)</p> <p>S2.C1.PO3-Use primary source materials and secondary source materials to study people and events from the past.</p>	<ul style="list-style-type: none"> • How do some documents, symbols, and landmarks bring us together? 	<ul style="list-style-type: none"> • Connect the meaning of holidays, landmarks, and symbols to history and culture • Assess the value of holidays, landmarks, and symbols to civic pride. • Explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution 	<p>ideal document symbol landmark value original</p>
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PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3rd Quarter Week 21- JAN. 8 Chptr 5 - Lesson 1 <ul style="list-style-type: none"> Table maps Graphic organizers World maps Vocabulary cards Compass Timeline maps myWorld Interactive 	The Reasons for Rules and Laws S3.C1.PO3- Describe how people in the community and state work together to S3.C3.PO1- Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on). S3.C4.PO1- Describe the rights and responsibilities of citizenship S3.C4.PO3- Identify traits of character that are important to the preservation and improvement of democracy S1.C9.PO1- Recognize that individuals worked for and supported the rights and freedoms of others	<ul style="list-style-type: none"> Why do we have rules and laws? What happens when the rules or laws are not followed? 	I can: <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship Compare and contrast rules and laws Identify possible consequences for breaking rules and laws 	obey citizenship responsibility right law fine promote enforce
3rd Quarter Week 22- JAN. 14	Being a Good Citizen S3.C4.PO1- Describe the rights and responsibilities of citizenship.	<ul style="list-style-type: none"> What responsibilities do citizens have? 	I can: <ul style="list-style-type: none"> Identify the importance of good citizenship 	public virtue deed role model volunteer

<p>Chptr 5 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>S3.C4.PO2-Describe the importance of students contributing to a community</p> <p>S3.C4.PO3- Identify traits of character that are important to the preservation and improvement of democracy</p> <p>S1.C9.PO1-Recognize that individuals worked for and supported the rights and freedoms of others</p>	<ul style="list-style-type: none"> • How can citizens work for the common good? 	<ul style="list-style-type: none"> * Understand the benefits of civic engagement 	<p>civic activist cyberbullying issue aid</p>
<p>3rd Quarter</p> <p>Week 23 –JAN. 22</p> <p>Chptr 5 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Taking Action for our Rights</p> <p>S3.C4.PO1-Describe the rights and responsibilities of citizenship.</p> <p>S3.C4.PO2-Describe the importance of students contributing to a community</p> <p>S3.C4.PO3- Identify traits of character that are important to the preservation and improvement of democracy</p> <p>S3.C4.PO3-Identify traits of character that are important to the preservation and improvement of democracy</p> <p>S1.C9.PO1-Recognize that individuals worked for and supported the rights and freedoms of others</p>	<ul style="list-style-type: none"> • Who are the people who fought for the rights and freedoms of our country's citizens? 	<p>I can:</p> <ul style="list-style-type: none"> * Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens. 	<p>convention suffrage civil rights segregate delegate</p>

<p>3rd Quarter</p> <p>Week 24 –JAN. 28</p> <p>Chptr 5 - Lesson 4</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>American Heroes</p> <p>S1.C6.PO2- Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.</p> <p>S1.C9.PO1- Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.</p> <p>S2.C2.PO2- Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p>S2.C5.PO2- Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).</p> <p>S3.C1.PO2-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S3.C1.PO3-Describe how people in the community and state work together to</p>	<ul style="list-style-type: none"> • How are the lives of certain American heroes? 	<p>I can:</p> <ul style="list-style-type: none"> * Understand the qualities of a hero * Identify heroes from our country's history 	<p>hero risk civil war slavery abolitionist settlement house advocate despite secure</p>
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<p>3rd Quarter</p> <p>Week 25 – FEB. 4</p> <p>Chptr 6 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>New Ways to Travel</p> <p>S4.C4.PO1-Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).</p> <p>S4.C4.PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p> <p>S4.C4.PO 3. Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).</p> <p>S4.C4.PO 4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p>S1.C7.PO1-Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p>S1.C7.PO2-Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p>	<ul style="list-style-type: none"> • What are new ways of traveling have changed people's lives? 	<p>I can:</p> <ul style="list-style-type: none"> * Analyze how innovations in transportation influenced the growth of the United States * Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West * Understand how canals and riverboats helped move people and goods in the developing country * Recognize the difficulties faced by settlers in wagon trains * Identify how railroads, highways, and airplanes improved transportation across the United States 	<p>canal wagon train transcontinental toll continue design</p>
<p>3rd Quarter</p> <p>Week 26- FEB. 11</p> <p>Chptr 6 - Lesson 2</p>	<p>A New Home in America</p> <p>S1.C3.PO1. Discuss technological advances (e.g., compass, printing</p>	<ul style="list-style-type: none"> • How do people's lives change when they move to a new country? 	<p>I can:</p> <ul style="list-style-type: none"> * explain why people immigrate to new lands * identify patterns of immigration form Europe 	<p>immigrant frontier homestead gold rush exclusion</p>

<ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>press) that facilitated exploration of the New World.</p> <p>P S1.C3.PO2. Recognize that European countries explored the New World for economic and political reasons.</p> <p>S1.C3.PO3. Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.</p> <p>S4.C2.PO1- Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.</p> <p>S2.C2.PO2- Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p>S4.C2.PO- Describe how physical and human characteristics of places change from past to present.</p>		<p>and Asia to the United States</p> <ul style="list-style-type: none"> * describe how homesteaders built the American West 	<p>material financial</p>
<p>3rd Quarter</p> <p>Week 27- FEB. 19</p> <p>Chptr 6 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps 	<p style="text-align: center;">New Ways to Communicate</p> <p>S4.C4.PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p>	<ul style="list-style-type: none"> • What are different ways people have communicated throughout history? 	<p>I can:</p> <ul style="list-style-type: none"> * Analyze how innovations in communication influenced the growth of the United States * Compare how people communicated in the 1800s and today * Recognize how telegraphs, telephones, and computers 	<p>communicate invention patent telegraph represent introduce</p>

<ul style="list-style-type: none"> Vocabulary cards Compass Timeline maps myWorld Interactive 	<p>S4.C4.PO 3. Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).</p> <p>S4.C4.PO 4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p>S1.C7.PO1-Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p>S1.C7.PO2-Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p> <p>S4.C2.PO- Describe how physical and human characteristics of places change from past to present.</p>		<p>made instant communication possible</p> <ul style="list-style-type: none"> * Describe how radio and television connect people around the world * Give examples of key people who improved communication 	
<p>3rd Quarter</p> <p>Week 28 –FEB. 25 Week 29 – MAR. 4</p> <p>Chptr 6 - Lesson 4</p> <ul style="list-style-type: none"> Table maps Graphic organizers World maps Vocabulary cards Compass 	<p>New Ideas</p> <p>S4.C4.PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p> <p>S4.C4.PO 3. Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, and continent).</p>	<ul style="list-style-type: none"> How do new ideas and machines changed people's lives throughout history? 	<p>I can:</p> <ul style="list-style-type: none"> * Analyze how new ideas and machines changed people's lives in the United States and around the world * Recognize how activist improved access to education for all Americans * Understand how innovations in technology changed people's everyday lives * Explain how new machines and ideas changed the workplace 	<p>equal rights assembly line vaccine provide protect</p>

<ul style="list-style-type: none"> • Timeline maps • myWorld Interactive 	<p>S4.C4.PO 4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p>S1.C7.PO1-Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.</p> <p>S1.C7.PO2-Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.</p>		<ul style="list-style-type: none"> * Recognize how innovations in medicine helped people lead longer, healthier lives * Describe the contributions of human-rights activist in gaining equal rights for all Americans 	
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Ganado Unified School District

(Social Studies/3rd Grade)

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<p>4th Quarter</p> <p>Week 30–MAR. 18</p> <p>Chptr 7 - Lesson 1</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p style="text-align: center;">What Makes a Community?</p> <p>S3.C1.PO2- Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S3.C1.PO3- Describe how people in the community and state work together to</p> <p>S3.C1.PO2- Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S3.C1.PO3- Describe how people in the community and state work together to achieve common goals.</p> <p>S1.C10.PO1- Describe current events using information from class discussions and various resources</p>	<ul style="list-style-type: none"> • How are communities the same and different? 	<p>I can:</p> <ul style="list-style-type: none"> * Identify reason people have formed communities * Identify the types of characteristics that comprise a community or region * Describe how communities have changed over time * Explain similarities and differences between various communities * Recognize that people need to fulfill certain responsibilities to make their communities good places to live 	<p>community</p> <p>location</p> <p>natural resource</p> <p>mineral</p> <p>diverse</p> <p>culture</p> <p>produce</p> <p>participate</p>

<p>4th Quarter</p> <p>Week 31- MAR. 25</p> <p>Chptr 7 - Lesson 2</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Three Types of Communities</p> <p>S3.C1.PO2- Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>S3.C1.PO3- Describe how people in the community and state work together to achieve common goals.</p> <p>S1.C10.PO1- Describe current events using information from class discussions and various resources</p>	<ul style="list-style-type: none"> • How are rural communities like? • How are suburban communities like? • How are urban communities like? 	<p>I can:</p> <ul style="list-style-type: none"> * Distinguish between the characteristics of rural, suburban, and urban communities * Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities * Recognize that each type of community has unique characteristics compared to the other types of communities * Explain why people who live in each type of community need to interact with each other. 	<p>rural urban suburban reside obtain</p>
<p>4th Quarter</p> <p>Week 32 – APR. 1 Week 33 – APR. 8</p> <p>Chptr 7 - Lesson 3</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>People and Culture</p> <p>S2.C2.PO1- Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.</p> <p>S2.C2.PO2- Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p> <p>S2.C2.PO3- Recognize how representative government,</p>	<ul style="list-style-type: none"> • How are culture shaped by people and climate? 	<p>I can:</p> <ul style="list-style-type: none"> * identify the cultures that have settled the United States and of the areas of the world * compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world * identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands, and plains 	<p>cultural region recreation construct layer</p>

	<p>mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations</p>			
<p>4th Quarter</p> <p>Week 34 - April 15 Week 35 – April 22</p> <p>Chptr 7 - Lesson 4</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Culture Through the Arts</p> <p>S3.C1.PO2-Recognize that people in the United States have varied backgrounds but may share principles, goals, customs, and traditions</p> <p>S4.C4.PO4- Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> <p>S4.C4.PO5- Discuss that Ancient Civilizations have changed from past to present.</p>	<ul style="list-style-type: none"> • How do people share culture through the arts? 	<p>I can:</p> <ul style="list-style-type: none"> * understand that a community’s cultural heritage can be communicated through stories, art, and music * explain the cultural values and significance of characters, people, and events portrayed through the arts * understand the importance of writers and artists to the cultural heritage of communities * identify various individual writers and artists and their works, and other examples of cultural heritage from various communities * Compare and contrast the arts from various communities. 	<p>arts anthem cultural heritage assist perform</p>

<p>4th Quarter</p> <p>Week 36 - April 29 Week 37 – May 6</p> <p>Chptr 7 - Lesson 5</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Compass • Timeline maps • myWorld Interactive 	<p>Cultural Celebrations</p> <p>C3.C1.PO2- Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>C3.C1.PO3- Describe how people in the community and state work together to achieve common goals.</p> <p>C3.C1.PO4- Describe the significance of national holidays:</p> <ol style="list-style-type: none"> Presidents' Day Martin Luther King, Jr. Day Veterans' Day Memorial Day Constitution Day Labor Day 	<ul style="list-style-type: none"> • How do people share their culture through celebration? 	<p>I can:</p> <ul style="list-style-type: none"> * Holiday traditions are part of a culture * Some national holidays honor important people * People celebrate freedom in different ways * People with the same culture and way of life enjoy ethnic celebrations * People celebrate their harvests around the world 	<p>ethnic group harvest observe typically</p>
<p>4th Quarter</p> <p>Week 38 - May 13 Week 39 – May 20</p> <p>Chptr 7-Lesson 6</p> <ul style="list-style-type: none"> • Table maps • Graphic organizers • World maps • Vocabulary cards • Timeline maps • myWorld Interactive 	<p>Our Nation's Diversity</p> <p>C3.C1.PO2- Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>C3.C1.PO3- Describe how people in the community and state work together to achieve common goals.</p> <p>S2.C9.PO1- Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<ul style="list-style-type: none"> • How do people share and express their culture? 	<p>I can:</p> <ul style="list-style-type: none"> * identify reasons people come to live in the United States * identify contributions from various ethnic groups to the United States * explain the significance of and compare the various ethnic and/or cultural celebrations and contributions to the local community and other communities 	<p>ancestor powwow converse property</p>