

*This document outlines the academic goals, the activities and materials used in the Third Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.*

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks 31 to 33	<b>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.</b>		
	<b>(A) describe how individuals, events, and ideas have changed communities, past and present;</b>	Attached to the end of Science, done during Science/Social Studies time  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.  <b>Pages 206-238 in Scotts Foresman</b>	
Weeks 31 to 33	<b>(2) History. The student understands common characteristics of communities, past and present.</b>		
	<b>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</b>	Attached to the end of Science, done during Science/Social Studies time  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 8-64 in Scotts Foresman</b>	BrainPopJr.com
	<b>(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</b>	Attached to the end of Science, done during Science/Social Studies time  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 8-64 in Scotts Foresman</b>	
	<b>(C) compare ways in which various other communities meet their needs.</b>	Attached to the end of Science, done during Science/Social Studies time  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 8-64 in Scotts Foresman</b>	
Weeks 31 to 33	<b>(3) History. The student understands the concepts of time and chronology. The</b>		

	<b>(A) use vocabulary related to chronology, including past, present, and future times;</b>	<b>Attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 206-238 in Scotts Foresman</b>	BrainPopJr.com
	<b>(B) create and interpret timelines; and</b>	<b>Attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 206-238 in Scotts Foresman</b>	
	<b>(C) apply the terms year, decade, and century to describe historical times.</b>	<b>Attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day. <b>Pages 206-238 in Scotts Foresman</b>	
Weeks 16 to 71	<b>(4) Geography. The student understands how humans adapt to variations in the physical environment.</b>		
	<b>(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;</b>	<b>Addressed in Science, see Science Scope and Sequence</b>  <b>Pages 140-198 in Scotts Foresman</b>	BrainPopJr.com
	<b>(B) 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;</b>	<b>Addressed in Science, see Science Scope and Sequence</b>  <b>Pages 140-198 in Scotts Foresman</b>	
	<b>(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;</b>	<b>Addressed in Science, see Science Scope and Sequence</b>  <b>Pages 140-198 in Scotts Foresman</b>	
	<b>(D) describe the effects of human processes such as</b>	<b>Addressed in Science, see Science Scope and Sequence</b>	

	<b>building new homes, conservation, and pollution in shaping the landscape; and</b>	<b>Pages 140-198 in Scotts Foresman</b>	
	<b>(E) identify and compare the human characteristics of various regions.</b>	<b>Addressed in Science, see Science Scope and Sequence</b> <b>Pages 140-198 in Scotts Foresman</b>	
<b>Weeks 18 to 20</b>	<b>(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</b>		
	<b>(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rif Mountains, the Atlantic Ocean in relation to the local community</b>	SS_3rdGr_1st_9wks_Portf_MapSkills_1112.pdf <b>Pages H10-H20 in Scotts Foresman</b> <b>Addressed in Science, see Science Scope and Sequence</b>	BrainPopJr.com
	<b>(B) use a scale to determine the distance between places on maps and globes</b>	SS_3rdGr_1st_9wks_Portf_MapSkills_1112.pdf <b>Pages H10-H20 in Scotts Foresman</b> <b>Addressed in Science, see Science Scope and Sequence</b>	
	<b>(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</b>	SS_3rdGr_1st_9wks_Portf_MapSkills_1112.pdf <b>Pages H10-H20 in Scotts Foresman</b> <b>Addressed in Science, see Science Scope and Sequence</b>	
	<b>(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.</b>	SS_3rdGr_1st_9wks_Portf_MapSkills_1112.pdf <b>Pages H10-H20 in Scotts Foresman</b> <b>Addressed in Science, see Science Scope and Sequence</b>	
<b>Weeks ?</b>	<b>(6) Economics. The student understands the purposes of earning, spending, saving, and donating money.</b>		
	<b>(A) identify ways of earning, spending, saving, and donating money</b>	Mini-Society <b>Pages 288-348 in Scotts Foresman</b>	BrainPopJr.com
	<b>(B) create a simple budget that allocates money for spending, saving, and</b>	Mini-Society <b>Pages 288-348 in Scotts Foresman</b>	

	<b>donating.</b>		
<b>Weeks ?</b>	<b>(7) Economics. The student understands the concept of the free enterprise system.</b>		
	<b>(A) define and identify examples of scarcity;</b>	Mini-Society <b>Pages 288-348 in Scotts Foresman</b>	
	<b>(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</b>	Mini-Society <b>Pages 288-348 in Scotts Foresman</b>	
	<b>(C) explain the concept of a free market as it relates to the U.S. free enterprise system.</b>	Mini-Society <b>Pages 288-348 in Scotts Foresman</b>	
<b>Weeks ?</b>	<b>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system.</b>	<b>Need more research</b>	
	<b>(A) identify examples of how a simple business operates;</b>		
	<b>(B) explain how supply and demand affect the price of a good or service;</b>		
	<b>(C) explain how the cost of production and selling price affect profits;</b>		
	<b>(D) explain how government regulations and taxes impact consumer costs; and</b>		
	<b>(E) identify individuals, past and present, including Henry Ford and other entrepreneurs.</b>		
<b>Weeks ?</b>	<b>(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</b>		
	<b>(A) describe the basic structure of government in the local community, state, and nation</b>	<b>Pages 356-410 in Scotts Foresman</b>	
	<b>(B) identify local, state, and national government officials and explain how they are chosen;</b>	<b>Pages 356-410 in Scotts Foresman</b>	
	<b>(C) identify services commonly provided by local,</b>	<b>Pages 356-410 in Scotts Foresman</b>	

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	state, and national governments; and		
	(D) explain how local, state, and national government services are financed.	Pages 356-410 in Scotts Foresman	
Weeks ?	<b>(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</b>		
	<b>(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and</b>	Identify the purpose of the Moroccan Constitution. Pages 356-380 in Scotts Foresman	
	<b>(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.</b>	Pages 356-410 in Scotts Foresman	
Weeks 1 to 36	<b>(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</b>		
	<b>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</b>	This is taught and modeled throughout the school year through are Character Education Program , discussions and assignments. <b>See Science Scope &amp; Sequence</b>  Pages 376-380 in Scotts Foresman	
	<b>(B) identify historical figures who exemplify good citizenship; and</b>	This is taught and modeled throughout the school year through are Character Education Program ,discussions and assignments. <b>See Science Scope &amp; Sequence</b>	
	<b>(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community,</b>	This is taught and modeled throughout the school year through are Character Education Program ,discussions and assignments. <b>See Science Scope &amp; Sequence</b>	

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	<p>servicing on a jury, and voting.</p>	<p><b>Pages 356-404 in Scotts Foresman</b></p>	
Weeks ?	<p><b>(12) Citizenship.</b> The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</p>		
	<p><b>(A) give examples of community changes that result from individual or group decisions;</b></p>	<p><b>Pages 356-410 in Scotts Foresman</b></p>	<p>BrainPopJr.com</p>
	<p><b>(B) identify examples of actions individuals and groups can take to improve the community; and</b></p>	<p><b>Pages 356-410 in Scotts Foresman</b></p>	
	<p><b>(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</b></p>	<p><b>Pages 356-410 in Scotts Foresman</b></p>	
Weeks 1 to 36 and 31 to 33	<p><b>(13) Culture.</b> The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p>		
	<p><b>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</b></p>	<p>Teach different holidays celebrated in Morocco and around the world as they come up in the school year.</p> <p><b>Pages 102-132 in Scotts Foresman</b></p>	<p>BrainPopJr.com</p>
	<p><b>(B) compare ethnic and/or cultural celebrations in the local community with other communities.</b></p>	<p>Teach different holidays celebrated in Morocco and around the world.</p> <p><b>International Day and class International Day</b></p> <p><b>Pages 102-132 in Scotts Foresman</b></p>	
Weeks ?	<p><b>(14) Culture.</b> The student understands the role of heroes in shaping the culture of communities, the state, and the nation.</p>		
Weeks 31 to 33	<p><b>(15) Culture.</b> The student understands the importance of writers and artists to the cultural heritage of communities.</p>		
	<p><b>(A) identify various individual writers and artists</b></p>	<p><b>Addressed in Language Arts, attached to the end of Science, done during</b></p>	

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	and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities	<p><b>Science/Social Studies time</b></p> <p><b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.</p>	
Weeks 1 to 36	<b>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present.</b>		
	<b>(A) identify scientists and inventors, including Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Bill Gates.</b>	Addressed in Science, see Science Scope and Sequence	
	<b>(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</b>	Addressed in Science, see Science Scope and Sequence	
Weeks 31 to 33	<b>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</b>		
	<b>(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;</b>	<p>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</p> <p><b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.</p>	
	<b>(B) sequence and categorize information;</b>	<p>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</p> <p><b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that</p>	



		country for our class international day.	
	<b>(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;</b>	<b>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.	
	<b>(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;</b>	<b>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.	
	<b>(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and</b>	<b>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.	
	<b>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</b>	<b>Addressed in Language Arts, attached to the end of Science, done during Science/Social Studies time</b>  <b>Country Book</b> Each students will select a country to research, create a book to present to the class and bring things to represent that country for our class international day.	
Weeks 1 to 36	<b>(18) Social studies skills. The student communicates in written, oral, and visual forms.</b>		
	<b>(A) express ideas orally based on knowledge and experiences;</b>	<b>Addressed in Language Arts</b>	
	<b>(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and</b>	<b>Addressed in Language Arts</b>	
	<b>(C) use standard grammar, spelling, sentence structure,</b>	<b>Addressed in Language Arts</b>	



	<b>and punctuation.</b>		
<b>Weeks 1 to 36</b>	<b>(19) Social studies skills. The student uses problem solving strategies.</b>		
	<b>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</b>	Addressed in Language Arts	
	<b>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</b>	Addressed in Language Arts	

Note to reader: Most of these can be addressed in the Scott Foresman textbook, however there is only one and the focus is the United States of America. We continue to search for Moroccan materials and sources and use as they become available. Also, this is not in sequenced because I have added things into the Science Scope & Sequence since we do not really have the materials or the time to do Social Studies. When you give 90 minutes for Math, 2 hours and 30 minutes for Language Arts, 45 minutes for French and 45 minutes for Arabic that leaves only 30 minutes for Science and Social Studies to share. Plus really want the Science.