

# Introduction

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## Curriculum Overview

Congratulations on choosing an outstanding third-grade curriculum! Using this curriculum, you and your student will be engaged in creating timelines, maps, graphs, and graphic organizers; reading fiction and non-fiction selections; designing posters and brochures; and a plethora of other activities. One of the advantages in selecting Texas Tech University K-12 curriculum is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teacher's classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. For each Unit Test, the student will download and complete PDF test pages, then scan or take a digital photograph of the completed pages showing his or her work. Completed Unit Projects must also be scanned or photographed. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

## 3rd Grade Social Studies

In the first semester of Social Studies, the student will be learning about communities; government at a local, state, and national level; citizenship; and the geography of communities. We will also be using some outside literature to extend our study of communities.

## Course Objectives

The curriculum meets all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives. At the end of this course, the student should be able to do the following:

- **History:**
  - ◇ describe how individuals, events, and ideas have changed communities over time;
  - ◇ identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities;
  - ◇ describe how individuals such as Christopher Columbus, Meriwether Lewis, and William Clark have contributed to the expansion of existing communities or to the creation of new communities;

- ◇ identify reasons people have formed communities, including a need for security, law, and material well-being;
- ◇ compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present;
- ◇ use vocabulary related to chronology, including ancient and modern times and past, present, and future times;
- ◇ create and interpret timelines.
- **Geography:**
  - ◇ describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;
  - ◇ compare how people in different communities adapt to or modify the physical environment;
  - ◇ describe the effects of physical and human processes in shaping the landscape;
  - ◇ identify and compare the human characteristics of selected regions;
  - ◇ use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington, D.C., on maps and globes;
  - ◇ use a scale to determine the distance between places on maps and globes;
  - ◇ identify and use the compass rose, grid, and symbols to locate places on maps and globes;
  - ◇ draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.
- **Government:**
  - ◇ describe the basic structure of government in the local community;
  - ◇ identify services commonly provided by local governments;
  - ◇ identify local government officials and explain how they are chosen;
  - ◇ explain how local government services are financed;
  - ◇ explain the importance of the consent of the governed to the functions of local government.
- **Citizenship:**
  - ◇ identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
  - ◇ identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;

- ◇ identify and explain the importance of acts of civic responsibility, including obeying laws and voting;
  - ◇ identify ordinary people who exemplify good citizenship;
  - ◇ give examples of community changes that result from individual or group decisions;
  - ◇ identify examples of actions individuals and groups can take to improve the community;
  - ◇ identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- **Culture:**
    - ◇ explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa;
    - ◇ compare ethnic and/or cultural celebrations in Texas, the United States, and other nations;
    - ◇ identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;
    - ◇ identify how selected fictional characters such as Robinson Crusoe created new communities;
    - ◇ identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world;
    - ◇ explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.
  - **Social Studies Skills:**
    - ◇ obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;
    - ◇ sequence and categorize information;
    - ◇ interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;
    - ◇ use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;
    - ◇ interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps;
    - ◇ use appropriate mathematical skills to interpret social studies information such as maps and graphs;

- ◇ express ideas orally based on knowledge and experiences;
- ◇ create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas;
- ◇ use standard grammar, spelling, sentence structure, and punctuation;
- ◇ 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;
- ◇ 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.

## Handwriting

Handwriting is taught in the Language Arts course; however, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique; in Grades 3, 4, and 5, cursive is preferred. When teaching your child handwriting, please consider the appropriate letter and number formation and spacing. Please refer to the cursive chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

# Traditional Cursive

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz



# Books and Materials for SOCS 3 This Semester

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## Textbooks:

- Field, Sherry, *Harcourt Horizons: People and Communities* (Harcourt Schools, 2003), ISBN 0153342307

## Required Book:

This book can be found at your public library, [www.barnesandnoble.com](http://www.barnesandnoble.com), [www.amazon.com](http://www.amazon.com), or other bookstores.

- Adler, David, *A Picture Book of Thomas Jefferson* (Holiday House, Inc., 1996), ISBN 0823408817

## Materials:

- access to the Internet, a library, or encyclopedias
- art materials: crayons, magazine pictures, fabric, scissors, glue, glitter, etc.
- chalk or dry erase markers
- chalkboard or dry erase board
- dictionary
- globe
- maps: student's community or state, highways in student's state, the United States
- old magazines
- paper: drawing, lined writing, plain white
- pencils
- photos from old magazines, the Internet, or the student's own collection
- poster boards, 2
- scissors
- tape, transparent
- yarn: one skein of red, one skein of green





# Grading Procedures and Unit Assignment Checklists

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Grades are calculated for Unit 1, Unit 2, and Unit 3. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 1 and Unit 2 Tests and Projects are located in their respective Unit folders in this online course; the Unit 3 Test and Project are the Final Exam folder.

The Unit Tests and Unit Projects will be submitted **separately** to Texas Tech University K-12 to be graded. After the student has finished the Unit Test, scan or take a digital photograph of the assigned pages, showing his or her work. Combine the images into a **single PDF** (see “Requirements for Creating PDFs” on the course home page).

Scan or photograph each Unit Project. (For audio or video projects, see “Audio Help” and “Video Help” on the course home page for information about saving these formats for upload.) Combine multiple images into a **single PDF**.

When you save your documents, use the naming convention given for each Unit Test or Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

## Schedule for tests and projects

### Unit 1:

- Day 23: Complete Unit 1 Test
- Days 24-25: Complete Unit 1 Project
- Day 25: Submit Unit 1 Project

### Unit 2

- Day 47: Complete Unit 2 Test
- Days 48-50: Complete Unit 2 Project
- Day 50: Submit Unit 2 Project

### Unit 3

- Day 73: Complete Unit 3 Test
- Days 74-75: Complete Unit 3 Project
- Day 75: Submit Unit 3 Project

## Unit Projects

Your student must complete a project for each unit. The student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in this course. If the student chooses a topic, he or she must choose a topic based on the information presented in the unit, and it must be approved by Texas Tech University K-12. The student must also complete a **Unit Topic Planner**. Please submit these to Texas Tech University K-12 no later than one week after your student begins the unit.

The student's teacher will send feedback regarding whether or not your project has been approved. You will find it in the **My Grades** area of this course.