



**Social Studies Curriculum  
3rd Grade**

*Suggested Pacing for “My World Social Studies”*

- 1st Nine Weeks-Chapters 1-3
- 2nd Nine Weeks- Chapters 4-6
- 3rd Nine Weeks-Chapters 7-9
- 4th Nine Weeks-Chapters 10-11

<b>1st Nine Weeks-Chapters 1-3</b>			
<i>Chapter Title and Lesson Number</i>	<i>Targeted Reading Skills</i>	<i>Objective Number</i>	<i>Objective Description</i>
<b>Chapter One: Geography of the United States</b> (Approximately 3 weeks)  Lesson 1	Cause and Effect	SS.3.18	Recognize, define, and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys, and plains).
Lessons 1, 2, 3, 4		SS.3.19	Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate, and human interactions with the environment.

<p><b>Chapter Two: Building a Nation</b> (Approximately 3 weeks)</p> <p>Lessons 1, 6</p>	Sequence of Events	SS.3.1	<p>Identify and explain the following commonly held American democratic values, principles, and beliefs:</p> <ul style="list-style-type: none"> <li>● diversity</li> <li>● rule of law</li> <li>● family values</li> <li>● community service</li> <li>● justice</li> <li>● liberty</li> </ul>
Lessons 1, 6		SS.3.2	Determine the needs for government and compare and contrast the following forms: tribal, monarchy, and democracy.
Lessons 1, 2, 3, 4, 5		SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lessons 1,2,3,4,5,6		SS.3.4	Examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party, and Civil Rights Movement).
Lesson 6		SS.3.5	Examine how rights and

			responsibilities of citizens are reflected in patriotic symbols, songs, and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance, and the meaning of the words, the National Anthem, Veteran's Day, and Memorial Day).
Lessons 1, 2, 3, 4, 5		SS.3.12	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc).
Lessons 2, 3, 4, 5,		SS.3.13	Distinguish between a continent, country, state and capital.
Lesson 2		SS.3.20	Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).
Lesson 1		SS.3.21	Illustrate the spread of the

			Native American population into the various regions of North America.
Lesson 1		SS.3.21	Determine settlement patterns based on natural resources.
Lesson 1		SS.3.21	Explain how Native American groups adapted to geographic factors of a given region.
Lesson 1		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
Lesson 1		SS.3.21	Make historical inferences by analyzing artifacts and illustrations.
Lessons 1, 4, 5		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).

Lessons 2, 3, 4		SS.3.22	Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.).
Lessons 2, 3, 4		SS.3.22	Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.).
Lessons 2, 3, 4		SS.3.22	Determine the information the explorers gained from their journeys.
Lessons 1, 2, 3, 4, 5		SS.3.22	Explain how their travels impacted the Native Americans and the world.
<p><b>Chapter 3: US Government</b> (Approximately 3 Weeks)</p> <p>Lessons 1, 2</p>	Summarize	SS.3.1	<p>Identify and explain the following commonly held American democratic values, principles, and beliefs:</p> <ul style="list-style-type: none"> <li>● diversity</li> <li>● rule of law</li> </ul>

			<ul style="list-style-type: none"> <li>● family values</li> <li>● community service</li> <li>● justice</li> <li>● liberty</li> </ul>
Lesson 1, 2, 3		SS.3.2	Determine the needs for government and compare and contrast the following forms: tribal, monarchy, and democracy.
Lesson 1		SS.3.5	Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs, and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance, and the meaning of the words, the National Anthem, Veteran's Day, and Memorial Day).
<b>2nd Nine Weeks- Chapters 4-6</b>			
<i>Chapter Title</i>	<i>Targeted Reading Skills</i>	<i>Objective Number</i>	<i>Objective Description</i>

<i>and Lesson Number</i>			
<p><b>Chapter 4: A Growing Nation</b> (Approximately 3 Weeks)</p> <p>Lesson 2</p>	Draw Conclusions	SS.3.1	<p>Identify and explain the following commonly held American democratic values, principles, and beliefs:</p> <ul style="list-style-type: none"> <li>● diversity</li> <li>● rule of law</li> <li>● family values</li> <li>● community service</li> <li>● Justice</li> <li>● liberty</li> </ul>
Lessons 2, 4		SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lesson 1		SS.3.12	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc).
Lesson 2		SS.3.13	Distinguish between a continent, country, state and capital.

Lesson 1		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Lesson 1		SS.3.22	Explain how their travels impacted the Native Americans and the world.
<b>Chapter 5: Regions: The Northeast</b> (Approximately 3 Weeks)  Lessons 3, 4	Make Generalizations Based on Facts	SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lesson 5		SS.3.7	Study bank services including checking accounts, savings accounts and borrowing and create a mock budget.
Lesson 1		SS.3.1	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).
Lesson 3		SS.3.H.CL1.1	Illustrate the spread of the Native American population into the various regions of



			North America.
Lesson 3		SS.3.21	Determine settlement patterns based on natural resources.
Lesson 3		SS.3.21	Explain how Native American groups adapted to geographic factors of a given region.
Lessons 2, 3		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
Lessons 4, 5		SS.3.21	Make historical inferences by analyzing artifacts and illustrations.
Lesson 3		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Lesson 2		SS.3.22	Determine the information the explorers gained from

			their journeys.
Lesson 3		SS.3.22	Explain how their travels impacted the Native Americans and the world.
<b>Chapter 6: Regions: The Southeast</b> (Approximately 3 Weeks)  Lessons 4, 5	Fact and Opinion	SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lessons 1, 3		SS.3.10	Use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).
Lessons 1,		SS.3.1	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).
Lessons 1, 2, 3, 4		SS.3.14	Label maps to demonstrate knowledge of map skills (e.g., label cardinal

			directions, intermediate directions, borders, continents, oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).
Lessons 1, 2, 3, 4		SS.3.17	Use a map scale to determine the distance between two given points.
Lesson 4		SS.3.21	Illustrate the spread of the Native American population into the various regions of North America.
Lesson 4		SS.3.21	Determine settlement patterns based on natural resources.
Lesson 4		SS.3.21	Explain how Native American groups adapted to geographic factors of a given region.
Lesson 4		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).

Lesson 4		SS.3.21	Make historical inferences by analyzing artifacts and illustrations.
Lesson 4		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Lesson 4		SS.3.22	Explain how their travels impacted the Native Americans and the world.
<b>3rd Nine Weeks-Chapters 7-9</b>			
<i>Chapter Title and Lesson Number</i>	<i>Targeted Reading Skills</i>	<i>Objective Number</i>	<i>Objective Description</i>
<b>Chapter 7: Regions: The Midwest</b> (Approximately 3 Weeks)  Lessons 2, 3, 4	Categorize	SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lessons 3, 4		SS.3.21	Illustrate the spread of the Native American population into the various regions of North America.
Lessons 3, 4		SS.3.21	Determine settlement patterns based on natural

			resources.
Lessons 3, 4		SS.3.21	Explain how Native American groups adapted to geographic factors of a given region.
Lessons 3, 4		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
Lessons 3, 4		SS.21	Make historical inferences by analyzing artifacts and illustrations.
<b>Chapter 8: Regions: The Southwest</b> (Approximately 3 Weeks)  Lessons 3, 4	Cause and Effect	SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
Lessons 3, 4		SS.3.21	Illustrate the spread of the Native American population into the various regions of North America.
Lessons 3, 4		SS.3.21	Determine settlement patterns based on natural resources.

Lessons 3, 4		SS.21	Explain how Native American groups adapted to geographic factors of a given region.
Lesson 3		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
Lessons 3, 4		SS.3.21	Make historical inferences by analyzing artifacts and illustrations.
Lessons 3, 4		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Lesson 3		SS.3.22	Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.).
Lessons 3, 4		SS.3.22	Explain how their travels impacted the Native Americans and the world.
<b>Chapter 9: Regions: The West</b>	Compare and Contrast	SS.3.13	Distinguish between a continent, country, state and

(Approximately 3 Weeks) Lessons 1, 4, 5			capital.
Lessons 1, 3, 4, 5		SS.3.14	Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).
Lesson 9 pg. 318-319		SS.3.15	Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.
Lessons 1, 3, 4, 5		SS.3.17	Use a map scale to determine the distance between two given points.
Lesson 4		SS.3.21	Illustrate the spread of the Native American population into the various regions of North America.
Lesson 4		SS.3.21	Determine settlement patterns based on natural resources.

Lesson 4		SS.3.21	Explain how Native American groups adapted to geographic factors of a given region.
Lesson 4		SS.3.21	Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
Lesson 4		SS.3.21	Make historical inferences by analyzing artifacts and illustrations.
Lesson 4		SS.3.21	Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Lesson 4		SS.3.22	Determine the information the explorers gained from their journeys.
Lesson 4		SS.3.22	Explain how their travels impacted the Native Americans and the world.



**4th Nine Weeks-Chapters 10-11**

<i>Chapter Title and Lesson Number</i>	<i>Targeted Reading Skills</i>	<i>Objective Number</i>	<i>Objective Description</i>
<p><b>Chapter 10: Citizenship</b> (Approximately 4 Weeks)</p> <p align="center">Lesson 1</p>	<p align="center">Fact and Opinion</p>	<p align="center">SS.3.1</p>	<p>Identify and explain the following commonly held American democratic values, principles, and beliefs:</p> <ul style="list-style-type: none"> <li>● diversity</li> <li>● rule of law</li> <li>● family values</li> <li>● community service</li> <li>● justice</li> <li>● liberty</li> </ul>
<p align="center">Lessons 2, 3</p>		<p align="center">SS.3.C3</p>	<p>Investigate significant cultural contributions of various groups creating our multicultural society.</p>
<p align="center">Lessons 2, 3</p>		<p align="center">SS.3.4</p>	<p>Examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party and Civil Rights Movement).</p>

Lesson 1		SS.3.6	Participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.
<b>Chapter 11: Working in Our Communities</b> (Approximately 4 Weeks)  Lesson 4	Main Idea and Details	SS.3.7	Study bank services including checking accounts, savings accounts and borrowing and create a mock budget.
Lesson 3		SS.3.8	Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources.
Lessons 2, 5		SS.3.9	Sequence the path of a product from the raw material to the final product.
Lessons 3, 5		SS.3.10	Use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal

			mining; Pennsylvania has steel mills; etc.).
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CSO's Not Found in SS Text

SS.3.G.5 Explain the reason time zones were developed, identify the four time zones of North America and calculate the variance in time from one zone to another.

Resource for teaching this CSO:

<http://wveis.k12.wv.us/Teach21/public/ssr/guideV.cfm?tsele1=4&tsele2=103&upid=3657>

**Teach these CSO's during Chapter 6 on the Southeast**

SS.3.WV.1 Locate counties, county seats and bordering states on a West Virginia map.

SS.3.WV.2 Use a grid system to locate natural and man-made items on a map.

SS.3.WV.3 Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.

SS.3.WV.4 Investigate the nine tourist regions of West Virginia.

WV Department of Education CSO's grouped according to Theme:

[http://wveis.k12.wv.us/Teach21/public/ng\\_cso/NG\\_CSO.cfm?tsele1=3](http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_CSO.cfm?tsele1=3)