

First Six Weeks
2007-2008

Social Studies
Comprehensive Curriculum Scope & Sequence
Correlated with Harcourt Social Studies
(Louisiana: People and Communities)

Grade 3

First Six Weeks

August 14-17, August 20-24, August 27-31

NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.

Unit Description: This unit will focus on learning about Louisiana and it's communities as well as focusing on reading skills of identifying the main idea and supporting details and of drawing conclusion. It also highlights the social studies skills of reading graphs, reading time lines, solving problems, and reading maps.

Unit Objectives: TLW use artifacts and primary sources to learn about communities. TLW interpret information in visuals.

CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
4	4	<ul style="list-style-type: none"> - apply critical thinking skills to organize and use information. - interpret information in visuals. - recognize that people live in communities in Louisiana. - list three reasons that people choose to live in communities. - understand that small, medium, and large communities are places where people live. <p>Activity 4: Community Map GLE: 4, 9, 10, 11, 17, 17e, 17f, 18, 23, 39, 40, 44</p>	Chapter 1 Intro. and Lesson 1 pp. 10-15 Activity Book p. 1	Main Idea p. 19 Reading Social Studies: K-W-L Chart, pp. 13, 15	Written	1 day	Aug 14
5	4	<ul style="list-style-type: none"> - understand that all people have the same basic human needs, no matter where they live. - identify the need for material well-being as one of reasons people form communities. - discuss ways community members depend on each other to help to meet their basic needs. - describe how people work together to provide goods and services for a community. - analyze the individual resources that allow a community to function and that create interdependence among its citizens. <p>Activity 5: Map/Graph Match Activity 14: Resources and Production Activity 3: Community Producers and Consumers Activity 15: Louisiana Goods and Services GLE: 1, 2, 21, 28, 29, 35, 36, 37, 38, 39, 41, 45</p>	Chapter 1, Lesson 2 pp. 18-22	Main Idea p. 19	Written	1 day	Aug 15
14	47		AB p. 3				
3	59						
15	64						

2 9	21 25	<ul style="list-style-type: none"> - compare and contrast different culture groups in the community, including their food, clothing, and customs. - explain the ways in which people of different ethnic groups help to make the community a better place to live. - conclude the most communities are made up of people of different ethnicities <p>Activity 2: Louisiana Culture Box Activity 9: Comparing Cultures GLE: 3, 16, 47, 50, 51, 55, 57, 58</p>	Chapter 1, Lesson 3 pp. 24-27 AB p. 5	Anticipation Guide p. 29, 31	Written	1 day	Aug 16
1 3 2 8	30 32 31 34	<ul style="list-style-type: none"> - identify reasons people have formed communities, including a need for security and law. - understand why we have laws. - identify laws in the community. - suggest responsible courses of action in given situations, and access the consequences of irresponsible behavior. - identify and explain the importance of acts of civic responsibility, including obeying laws. <p>Activity 1 and 3: Laws/Rules Activity 2: The Difference Between Laws/Rules Activity 8: Good Citizen Award GLE: 22, 23, 27, 28, 29, 33</p>	Chapter 1, Lesson 4 pp. 28-31	Main Idea p.34	Written	1 day	Aug 17
		Video Day/Review How Communities are Alike and Different	Chapter 1 AB 8-9		Observation Written	1 day	Aug 20
		Map Skills/Review/Test Preparations <ul style="list-style-type: none"> - identify and use the compass rose and map symbols to locate places on maps. - use appropriate mathematical skills to interpret information. - determine the distance between places on maps and on globes by using a distance scale - draw maps of places that contain map elements including a title, compass rose, map key or legend, and distance scale. - learn to make and explain picture and bar graphs. - interpret and create visuals, including graphs. - be able to use appropriate mathematical skills to interpret social studies information on graphs. - learn to create and use graphs to illustrate the use of resources, the demand for products, and the supply of goods and services. - be able to 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. 	Chapter 1, Read a Map Skill p. 16-17, Read Graphs p. 22-23, and Solve a Problem p. 32-33 AB p. 2, 4, & 7	Test Prep pp. 34-35	Written	1 day	Aug 21

		<ul style="list-style-type: none"> - identify specific problems or issues in the community and propose possible solutions or outcomes. - learn to make decisions based upon information. <p>GLE: 1, 2, 3, 4, 28, 30, 38,</p>					
		<p>Chapter 1 Test</p> <p>GLE: 2, 3, 22, 23, 27, 28, 30, 37, 54, 55, 56, 60</p>		Assessment Book pp. 1-4	Formal Test	1 day	Aug 22
5	4	<ul style="list-style-type: none"> - apply critical thinking skills to organize and use information. - interpret information in visuals. - use the information on a map to identify location. - compare and contrast a map and globe, describing a location by hemisphere. - locate the equator, Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, Western Hemisphere, and North and South Poles. - describe the concepts of continent, nation, and state <p>Activity 5: Map/graph Match</p> <p>GLE: 1, 2, 5, 7, 10, 12, 18, 36</p>	<p>Chapter 2 Intro. and Lesson 1 pp. 36-43</p> <p>AB p. 10</p>	Draw Conclusions pp. 37, 39, & 43	Written	1 day	Aug 23
7 11	5 26	<ul style="list-style-type: none"> - identify George Washington as our country's first President. - use the information on a map to identify location. - compare and contrast cities, suburbs, and rural areas. - describe an example of a transportation network, and explain how it encourages economic prosperity. <p>Activity 7: Physical Characteristic Community</p> <p>Activity 11: Family Life</p> <p>GLE: 4, 6, 9, 10, 12, 14, 17, 59</p>	<p>Chapter 2, Lesson 2 pp. 46-50</p> <p>AB p. 12</p>	Draw Conclusions pp. 47 & 50	Written	1 day	Aug 24
7 9	23 6	<ul style="list-style-type: none"> - describe historical times in terms of years, decades, and centuries. - understand the concept of continuity. - recognize that in communities everywhere some things stay the same. - analyze how changes have affected communities in Idaho and Mississippi. <p>Activity 7: Using Primary and Secondary Sources</p> <p>Activity 9: Using Timelines</p> <p>GLE: 11, 13, 15, 46, 47, 48, 49, 50, 51, 52, 59</p>	<p>Chapter 2, Lesson 3 pp. 52-57</p> <p>AB p. 14</p>	Draw Conclusions pp. 54 & 57	Written	1 day	Aug 27
1 8 4	20 24 22	<ul style="list-style-type: none"> -describe the ways in which people can find out about the history of their community. - analyze the ways in which people can use social studies skills to help them learn about the history of their community. - explain how the present is connected to the past, identifying both similarities and differences between the two. <p>Activity 1: Early Louisiana Settlers</p> <p>Activity 8: Using Primary and Secondary Sources</p> <p>Activity 4: First Settlers</p> <p>GLE: 1, 11, 20, 46, 48, 49, 50, 51, 52, 53</p>	<p>Chapter 2, Lesson 4 pp. 60-63</p> <p>AB p. 16</p>	Draw Conclusions p. 63	Written	1 day	Aug 28

		Video Day/Review Neighborhood and Community	AB pp. 17-18	Draw Conclusions p. 66	Observation & Written	1 day	Aug 29
		Map Skills/Review/Test Preparation - learn to distinguish between meridians of longitude and parallels of latitude. - identify the elements of the latitude and longitude grid system. - use latitude and longitude to find locations on a map. - create and interpret time lines. - use and organize information on time lines to sequence events in history. - interpret time lines. - practice placing events in chronological sequence. - learn to sequence events in chronological order. - interpret information about a community from a time line. - explain the difference between primary and secondary sources. - identify primary sources of information about local history. - make historical inferences by analyzing artifacts and pictures. GLE: 1, 46, 48, 49, 56	Chapter 2, Use Latitude and Longitude pp. 44-45, Read a Time Line pp. 58-59, and A History Museum pp. 64-65 AB 11, 15	Test Preparation pp. 66-67	Written	1 day	Aug 30
		Chapter 2 Test GLE: 1, 4, 14, 17, 18, 29, 48, 53, 59		Assessment Book pp. 5-8	Formal Test	1 day	Aug 31

Second Six Weeks
2007-2008

Social Studies
Comprehensive Curriculum Scope & Sequence
Correlated with Harcourt Social Studies
(Louisiana: People and Communities)

Grade 3

Second Six Weeks
September 24-28, October 1-5, October 8-12

NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.

Unit Description: This unit focuses on learning about geography and thinking like a geographer as well as focusing on reading skills of making inferences and predicting likely outcomes. It also highlights the social studies skills of reading a landform map, finding intermediate directions, using a map grid, and comparing bar graphs.

Unit Objectives: TLW use artifacts and primary sources to find out about geography. TLW interpret information in visuals.

CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
10 12	15 27	- apply critical thinking skills to organize and use information. - interpret information in visuals Activity 10: Community Paragraphs Activity 12: Pen Pal Letters GLE: 9, 10, 12, 19, 58	Unit 2, Chapter 3 Intro pp. 80-81	Make Inferences p. 81	Written	1 day	Sept 24
8 11	14 16	- learn correct terminology to describe landforms and bodies of water. - classify types of landforms, including highlands and lowlands. - explain the significance of climate. - describe and explain variations in the physical environment, including climate. Activity 8: Physical Human Characteristics Activity 11: H & P Bingo GLE: 1, 3, 5, 10, 17	Chapter 3, Lesson 1 pp. 82-87 AB p. 19	Make Inferences p. 84-87	Written	1 day	Sept 25
9 5	15 22	- compare how people in different communities adapt to or modify the physical environment. - identify and compare the human characteristics of selected regions. - recognize the human-made features of a place. - describe how people have interacted with their environments by building communities at places where routes intersect. - explain why places where land and water routes cross become centers of communities. Activity 9: Human-Environment Interaction	Chapter 3, Lesson 2 pp. 90-94 AB p. 21- 22	Make Inferences p. 92-94	Written	1 day	Sept 26

		Activity 5: Louisiana Physical Features GLE: 10, 11, 12, 17, 19, 20, 21, 36, 45, 47, 56					
3 7	4 5	- compare how people in different communities adapt to or modify the physical environment. - understand the ways in which community's geographic location affects the way people live. - analyze the growth that occurs in community as a result of its location along a waterway. -explain how such resources as minerals and fuels help people adapt to the environment. Activity 3: Map Grids 8 Activity 7: Physical Characteristic of a Community GLE: 4, 16, 17, 19, 20, 21, 35	Chapter 3, Lesson 3 pp. 96-101 AB p. 23	Cause and Effect p. 100	Written	1 day	Sept 27
		Video Day/Review Crunch, Smash, Trash, Eyewitness Weather, or Discover the World: Locating Places	Chapter 3 AB p. 25-26	Main Inferences p. 104	Observation Written	1 day	Sept 28
		Map Skills/Review/Test Preparation - understand the physical features of a place by looking at a landform map. - use a landform map to determine physical features of the United States. - understand that predications may help people plan for the future. - predict changes in a community that may take place in the future. - practice brainstorming and making predictions. - Be able to use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington, D.C., on maps and globes. - identify and use the compass rose to indicate cardinal and intermediate directions on all maps. Use common map symbols. GLE: 1, 3, 4, 5, 6, 9, 12, 40	Chapter 3, Read a Landform Map pp. 88-89, Predict a Likely Outcome p. 95, Find Intermedia te Directions pp.102- 103 AB p. 20, 24	Test Preparation pp. 104-105	Written	1 day	Oct 1
		Chapter 3 Test GLE: 1, 4, 9, 17, 19, 20, 21		Assessment Book pp. 19- 22	Formal Test	1 day	Oct 2
1 2	11 11	- apply critical thinking skills to organize and use information. - interpret information in visuals. - describe the effects of physical processes in shaping the landscape. - understand that different kinds of changes affect Earth.	Unit 2, Chapter 4, Intro., and Lesson 1	Predict Outcomes pp. 107, 109	Written	1 day	Oct 3

		- explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards. Activity 1: Where in Louisiana? Activity 2: The Disappearing Coastline GLE: 4, 6, 9, 10, 11, 13, 17b, 19, 24b	pp. 106-113 AB p. 27				
3 4	12 12	- describe the effects of human processes in shaping the land. - compare how people in different communities adapt to or modify the physical environment. - identify human and physical characteristics of places, and explain how those features make these places unique. - analyze mutual dependencies between living things and the natural environment. Activity 3: From Old to New Activity 4: People/Physical Process GLE: 2, 3, 6, 10, 11, 13, 19, 21, 28, 29, 30, 31, 36	Chapter 4, Lesson 2 pp. 116-119 AB p. 29-30	Predict Outcomes pp. 117, 119	Written	1 day	Oct 4
2 6	3 5	- learn that geographers study Earth and its people. - understand relative locations of the local and other communities. - identify the human characteristics of selected regions. Activity 2: Using Map Grids Activity 6: Physical Characteristics of Regions GLE: 1, 5, 7, 10, 17, 18, 36	Chapter 4, Lesson 3 pp. 122-127 p. 31	Predict Outcomes p. 127	Written	1 day	Oct 5
8 5	6 13	- describe and compare Louisiana's land regions. - understand the problem of coastal erosion. - sketch a map of Louisiana from memory. Activity 8: Louisiana Regional Quilt Activity 5: Louisiana Land Use GLE: 6, 7, 9, 11, 12, 13, 19, 21, 28, 29, 30	Chapter 4, Lesson 4 pp. 130-133 AB 33	Predict Outcomes pp. 132-133	Written	1 day	Oct 8
6 7	13 14	Video Day/Review Crunch, Smash, Trash, Eyewitness Weather, or Discover the World: Locating Places Activity 6: Changing the Physical Environment Activity 7: Physical Environment Changes GLE : 4, 12	Chapter 4 AB pp. 34-35	Predict Outcomes pp. 136	Observation Written	1 day	Oct 9
		Map Skills/Review/Test Preparation - understand that scientists present their research in a number of different ways, including graphs. - compare bar graphs to learn about earthquake activity in the United States. - understand how to use a letter and number grid to find specific locations on a map. - learn to draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.	Chapter 4, Compare Bar Graphs pp.114-115, Use a Map Grid pp. 128-	Test Preparation pp. 136-137	Written	1 day	Oct 10

		<ul style="list-style-type: none"> - distinguish among various kinds of maps and globes and suggest their uses. - compare and contrast maps drawn by George Washington. GLE: 1, 3, 4, 8, 47, 48, 51	129, and Many Kinds of Maps pp. 134-135 AB p. 28, 32				
		Review Chapter 4 GLE: 3, 4, 8, 13, 47	Chapter 4	Assessment Book pp. 23-26	Written	1 day	Oct 11
		Chapter 4 Test GLE: 3, 4, 8, 13, 47	Chapter 4		Formal Test	1 day	Oct 12

Third Six Weeks
2007-2008

Social Studies
Comprehensive Curriculum Scope & Sequence
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(Louisiana: People and Communities)

Grade 3

Third Six Weeks

November 5-9, November 12-16, November 26-30

NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.

Unit Description: This unit focuses on people and their environment and our nation's government as well as features the reading skills of categorizing and generalizing. It also highlights the social studies skills of resolving conflicts, making choices by voting, identifying state capitals and borders, and reading tables.

Unit Objectives: TLW use artifacts and primary sources to learn about citizenships and government. TLW interpret information in visuals.

CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
3	22	- apply critical thinking skills to organize and use information. - interpret information in visuals.	Unit 3, Chapter 5 Intro. and Lesson 1 pp. 150- 157 AB p. 36	Categorize p. 151	Written	1 day	Nov 5
8	34	- explain the three branches of government.					
9	34	- describe the basic structure of government in the local community.					
1	52	- identify government officials and explain how they are chosen. - explain the importance of the consent of the governed to the functions of government.					
		Activity 3: Leadership Activity 8: Good Citizen Award Activity 9: A Good Citizen Activity 1: State Government GLE: 22, 23, 24, 25, 28, 29, 30					
15	27	- understand the purpose of the Louisiana State Constitution. - identify the three branches of the state government.	Chapter 5, Lesson 2 pp. 158- 163 AB p. 37	Categorize p. 159, 160, 163	Written	1 day	Nov 6
14	27	- identify the main duties and functions of each branch of the state government.					
4	32	Activity 15: State and National Symbols					
3	53	Activity 14: State and National Stamps Activity 4: The Branches of State Government Activity 3: State Government GLE: 22, 23, 24, 25, 26, 44, 55, 58					
6	22	- describe two forms of parish governments.	Chapter 5,	Categorize p. 168, 169	Written	1 day	Nov

6 2	33 52	<ul style="list-style-type: none"> - explain the purpose of local governments. - identify three kinds of municipal governments. - describe the role of special districts. <p>Activity 6: Census of Louisiana Activity 6: More about Responsibilities Activity 2: The Government Helps Everyone GLE 22, 23, 24, 28, 44, 47</p>	Lesson 3 pp. 166-169 AB p. 39				7
10 13	34 36	<ul style="list-style-type: none"> - identify services commonly provided by local governments. - explain how local government services are financed. - give examples of and cite the need for taxes. <p>Activity 10: Civic Responsibilities Activity 13: Power and Limitations GLE: 23, 24, 25, 26, 27, 28, 29, 44</p>	Chapter 5, Lesson 4 pp. 172-177 AB p. 41	Categorize p. 173, 174, 177	Written	1 day	Nov 8
		Video Day: How are Laws Made	Chapter 5 AB p. 42, 43		Observation Written	1 day	Nov 9
		Map Skills/Review/Test Preparation <ul style="list-style-type: none"> - identify and use symbols to locate your state and its capital on a map. - use state borders to identify capital cities bordering your state. - compare the symbols for a state capital with the symbol for a national capital. - understand that a county seat is the city or town where a county government meets. - learn skills to resolve conflicts. - practice conflict resolution strategies. - express ideas about conflict orally, based on knowledge and experiences, and recommend solutions. <p>GLE: 4, 7, 8, 28</p>	Chapter 5, Identify State Capitals and Borders pp. 164-165 and Resolve Conflict pp.170-171 AB pp. 38-40	Test Preparation pp. 178-179	Written	1 day	Nov 12
		Chapter 5 Test GLE: 23, 28, 55		Assessment Book pp. 37-40	Formal Test	1 day	Nov 13
5 7 12	32 33 35	<ul style="list-style-type: none"> - apply critical thinking skills to organize and use information. - interpret information in visuals. - identify the three main branches of our national government. - understand what determines the number of representatives a state has in Congress. - describe some of the duties of the United States President. 	Unit 3, Chapter 6, Intro. and Lesson 1 pp. 180-187	Generalize p. 181, 184, 107	Written	1 day	Nov 14

		- explain the significance of the Supreme Court as the most important court in the United States. Activity 5: Responsibilities of State Government Activity 7: Scavenger Hunt Activity 12: Election K-W-L GLE: 22, 23, 24, 25, 26, 28, 55	AB p. 44				
11 1 5	35 30 54	- explain the interaction between rights and responsibilities. - identify and explain the importance of acts of civic responsibility, including obeying laws and voting. - explain that when more than half of the people vote in the same way, they are in the majority. - understand the significance of minority rights. Activity 11: More about Civic Responsibilities Activity 1: Laws and Rules Activity 5: Good Citizenship-Responsibility GLE: 24, 27, 28, 29, 30, 55	Chapter 6, Lesson 2 pp. 190- 193 AB p. 46	Study Questions p. 191	Written	1 day	Nov 15
9 13	34 47	- read about Americans who have worked to make life better for others - recognize the risks some people have taken to secure freedom for themselves and for others. - identify ordinary people who exemplify good citizenship. Activity 9: A Good Citizen Activity 13: Wanted Responsible Citizens GLE: 28, 29, 30, 55	Chapter 6, Lesson 3 pp. 196- 201 AB p. 48	Graphic Organizer p. 197, 201	Written	1 day	Nov 16
13 14 15	27 27 27	- evaluate the meaning of the flag of the United States. - describe the ways in which the United States. - analyze the meaning of the Pledge of Allegiance. - explain the historical significance of our national anthem. - understand the significance of the Liberty Bell to our nation's heritage Activity 13: Louisiana in a Trunk Activity 14: State and National Stamps Activity 15: State and National Symbols GLE: 16, 29, 55, 59	Chapter 6, Lesson 4 pp. 202- 207 AB p. 49	Graphic Organizer p. 205, 207	Written	1 day	Nov 26
		Video Day/Review What is a Democracy?	Chapter 6 AB p. 50, 51		Observation Written	1 day	Nov 27
		Review Chapter 6/Test Preparation	AB pp. 45, 47	Test Preparation pp. 210-211	Written	1 day	Nov 28

	<p>Map Skills/Review</p> <ul style="list-style-type: none"> - understand the parts of a table and how to read one. - learn to interpret information from a table. - compare and contrast the qualifications and terms of office at the federal level for a member of the House of representatives, a member of the Senate, the President, and a Supreme Court justice. - resolve classroom dilemmas by using the democratic process of majority rule. - identify steps in the voting process. - identify symbols used in the Great Seal of the United States and the Treaty Seal of 1825. - understand the meaning of these symbols. <p>GLE: 3, 26, 28, 55</p>	<p>Chapter 6, Read a Table pp. 190-193, Make a Choice by Voting pp. 194-195, and Patriotic Symbols pp. 208- 209</p>		<p>Written</p>	<p>1 day</p>	<p>Nov 29</p>
	<p>Chapter 6 Test</p> <p>GLE: 3, 25, 28, 29, 38</p>	<p>Chapter 6</p>	<p>Assessment Book pp. 41- 44</p>	<p>Formal Test</p>	<p>1 day</p>	<p>Nov 30</p>

Fourth Six Weeks
2007-2008

Social Studies
Comprehensive Curriculum Scope & Sequence
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(Louisiana: People and Communities)

Grade 3

Fourth Six Weeks							
January 7-11, January 14-18, January 21-25							
NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.							
Unit Description: This unit focuses on our nation's history and American culture as well as features the reading skills of sequencing and cause and effect. It also highlights the social studies skills of using cultural and population maps and reading cutaway diagrams.							
Unit Objectives: TLW use artifacts and primary sources to learn more about how communities change.							
CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1	20	<ul style="list-style-type: none"> - apply critical thinking skills to organize and use information - interpret information in visuals - describe the lives of early hunters and gatherers - understand the importance of growing crops to early farmers such as the Pueblos - explain the similarities and differences between early settlements <p>Activity 1: Early Louisiana Settlements GLE: 20, 50, 51, 52, 53, 57, 58</p>	Unit 4, Chapter 7, Intro. and Lesson 1 AB p. 52	Sequence p. 227	Written	1 day	Jan. 7
4	22	<ul style="list-style-type: none"> -describe how individuals such as Christopher Columbus contributed to the expansion of existing communities and to the creation of new communities -explain that explores from different parts of the world began to claim land in the Americas and Louisiana -identify people who influenced Louisiana's early development - identify the locations of American colonies <p>Activity 4: First Settler of Louisiana GLE: 20, 47, 51, 52, 53, 54</p>	Chapter 7, Lesson 2 AB p. 54	Sequence pp. 230-233	Written	1 day	Jan. 8
		<ul style="list-style-type: none"> -describe who the earliest colonists were and explain why they wanted a change in government -identify the roles of the Declaration of Independence and the Constitution in establishing the new country -discuss how the United States became a nation after the colonists defeated the English in the Revolutionary War -understand the historical significance of major events, people, and their contributions as it relates to specific events 	Chapter 7, Lesson 3 AB p. 55	Sequence pp. 238-241	Written	1 day	Jan. 9

		GLE: 29, 46, 48, 49, 53					
10 5	25 22	-explain that as expansion took place, more and more people moved to the western part of the United States - recognize the contributions of Lewis and Clark to the nation's expansion Activity 10: Migrations to Louisiana Activity 5: Louisiana Physical Features GLE: 29, 46, 48, 49, 53, 54, 55	Chapter 7, Lesson 4 AB p. 56	Sequence pp. 243, 247	Written	1 day	Jan. 10
		Video Day/Map Skills/Review/Test Preparation Equal Rights for All, A Field Trip to Yesterday Series -explain what a cultural map is -analyze a cultural map -use a population map to determine where people live and how many people live there -analyze the population patterns and densities of Mexico -understand the process of mental mapping to understand spatial relationships and to locate places on maps GLE: 1, 29, 46, 48, 49, 53, 54, 55	Chapter 7 Use a Cultural Map pp. 234-235 Use a Population Map pp. 254-255 AB pp. 58-59	Sequence pp. 250, 253, 256 Test Preparation pp. 256-257	Observation & Written	1 day	Jan. 14
		Chapter 7 Test GLE: 1, 15, 29, 52, 53	Chapter 7		Formal Test	1 day	Jan. 15
1	20	-apply critical thinking skills to organize and use information -interpret information in visuals -understand that cultural heritage can be celebrated through memorials or monuments and holidays -recognize that monuments and memorials are built to honor people and the ideas they stand for -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 Activity 1: Early Louisiana Settlements GLE: 20, 29, 46, 52, 53, 55	Chapter 8, Intro., Lesson 1 pp.258- 267 AB p. 60	Summarize pp. 259, 264	Written	1 day	Jan. 16
4 10	22 25	-identify countries where family members may have lived in the past, and consider ways they reached the United States -understand the role of migration and immigration of people in the development of our nation -explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities	Chapter 8, Lesson 2 pp. 270- 277 AB p. 62	Summarize p. 273	Written	1 day	Jan. 17

		around the world Activity 4: First Settlers of Louisiana Activity 10: Migrations to Louisiana GLE: 29, 46, 52, 54, 56, 57, 58					
2	21	-identify various racial and ethnic groups and their places of origin and explain the way in which they help make the community a better place to live. -analyze the contributions of various groups to our community, state, and nation -compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions -identify and explain the significance of selected writers and artists and other examples of cultural heritage to communities around the world Activity 2: Louisiana Culture Boxes GLE: 16, 57	Lesson 3 pp. 278-383 AB p. 64	Summarize p. 282	Written	1 day	Jan. 18
11	26	-identify the various cultural groups found in Louisiana -describe ways Louisiana's cultural groups celebrate their customs and traditions -recognize the importance of music to Louisiana's cultural Activity 11: Family Life GLE: 9 16, 49, 50, 52, 57, 58, 59	Lesson 4 pp. 286-293 AB p. 66	Summarize p. 288	Written	1 day	Jan. 22
		Video Day/ Review Equal Rights for All, A Field Trip to Yesterday Series	Chapter 8 AB p. 67-68		Observation & Written	1 day	Jan. 23
		Map Skills/Review/Test Preparation -learn how a cutaway diagram helps people learn about the insides of objects -use a cutaway diagram to see the inside of the Statue of Liberty -practice creating and interpreting a cutaway diagram - learn to develop a positive sense of personal and social identity - identify positive and negative consequences involved in decision making - practice making thoughtful decisions. - identify cultural objects as primary sources. - make inferences about cultures by analyzing. GLE: 3, 10, 11, 24b, 52	Chapter 8 Read a Cutaway Diagram pp. 268-269, Make a Thoughtful Decision pp. 276-277, and Cultural Objects pp. 292-293 AB pp. 67-68	Test Preparation pp. 294-295	Written	1 day	Jan. 24

		Chapter 8 Test GLE: 3, 15, 29	Chapter 8 pp. 294- 295		Formal Test	1 day	Jan. 25
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Fifth Six Weeks
2007-2008

Social Studies
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(Louisiana: People and Communities)

Grade 3

Fifth Six Weeks

February 21-22, February 25-29, March 3-7

NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.

Unit Description: This unit focuses on making and selling products and being a thoughtful consumer as well as focusing on reading skills of comparing and contrasting and of telling fact from opinion. It also highlights the social studies skills of reading a product map, using latitude and longitude, reading a flow chart, using a line graph, and making economic choices.

Unit Objectives: TLW use artifacts and primary sources to learn more about economics. TLW interpret information in visuals.

CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
2	41	-apply critical thinking skills to organize and use information	Unit 5, Chapter 9, Lesson 1 pp. 308- 313 AB p. 69	Compare and Contrast pp. 309, 311, 313	Written	1 day	Feb. 21
3	42	-interpret information in visuals					
		-understand the concept of a free market					
7	45	-learn how supply and demand affect the price of goods or services - identify examples of scarcity -explain the impact of scarcity on the production, distribution, and consumption of goods and services -observe how production cost and selling price affect profit -explain the impact of scarcity on interdependence within and among communities					
		Activity 2: Scarcity and Abundance Activity 3: Economic Wants Activity 7: Assembly Line Production GLE: 3, 31, 33, 37, 40, 41, 42, 43					
4	43	-identify ordinary people in the community who have started a new business	Chapter 9, Lesson 2 pp. 314- 323 AB p. 70	Compare and Contrast pp. 318, 319	Written	1 day	Feb. 22
		-explore the concept of economic specialization					
6	60	-understand how the cost of production and selling price affect profit					
		-describe how competition for products increases with advertising					
		Activity 4: Consumers and Producers Activity 6: Specialization and Interdependence Activity 8: Job Specializations and Requirements					
1	41						

		Activity 1: Introduction Activity GLE: 32, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45					
8	45	-identify natural resources in Louisiana	Chapter 9,	Compare and	Written	1 day	Feb.
16	48	-identify goods and services produced in Louisiana	Lesson 3	Contrast pp.			25
		-give examples of scarcity and abundance	pp. 324-	326, 327			
17	48	Activity 8: Goods and Services in Louisiana	327				
		Activity 16: Geography and the Economy	AB 72				
9	61	Activity 17: Geography and Economic Activity					
		Activity 9: Community Trading					
		GLE: 17, 21, 25, 26, 29, 31, 36, 38, 39, 41, 45					
5	44	-analyze the importance of international trade today and in the past	Chapter 9,	Compare and	Written	1 day	Feb.
15	48	-evaluate the importance of communication links to the function of trade	Lesson 4	Contrast pp.			26
		-explain how countries depend on one another economically	pp. 330-	333, 335			
18	49	Activity 5: Specialization and Interdependence	335				
		Activity 15: Louisiana Resources	AB p. 74				
10	46	Activity 18: Economic Institutions					
		Activity 10: Production and Shipping					
		GLE: 1, 3, 31, 37, 38, 39, 47, 59					
9	45	Video Day/Review	Chapter 9	Compare and	Observation	1 day	Feb.
4	54	I Wanna Be a Series, Original How It's Done Factory Tours, Piggy Banks to	AB pp.75,	Contrast p. 336	& Written		27
		Money Markets	76				
7	60	Activity 9: Demand for Louisiana Hot Sauce					
		Activity 4: A Community of Helpers					
11	46	Activity 7: Producer and Consumer					
		Activity 11: Shop 'Till You Drop					
		GLE: 32, 35, 37, 38					
12	62	Map Skills/Review/Test Preparation	Chapter 9,	Test	Written	1 day	Feb.
13	63	- analyze and use information to sequence and categorize.	A Safer	Preparation pp.			28
		- compare bicycles from early and modern times.	Bicycle	336-337			
14	64	- recognize that technology has changed to produce safer bicycles.	pp. 322-				
		- use map symbols to learn about products in Louisiana	323 and				
12	46	- interpret information on a product map by using map symbols	Read a				
		- analyze conclusions and make generalizations about data	Product				
		- develop and use visuals, including maps, to illustrate the distribution of products	Map pp.				
		Activity 12: Introduction to Supply and Demand	328-329				
		Activity 13: Supply and Demand	AB pp.				
		Activity 14: Up and Down Prizes	71, 73				
		Activity 12: Government Goods and Services					
		GLE: 1, 4, 7, 10, 12, 17, 21, 23, 39, 45, 48					
		Chapter 9 Test	Chapter 9	Assessment	Formal Test	1 day	Feb.

		GLE: 4, 12, 21, 31, 36, 39, 42, 43, 45, 59	pp. 336-337	Book 73-76			29
		-REVIEW FOR iLEAP			Written	1 day	Mar. 3
		-REVIEW FOR iLEAP			Written	1 day	Mar. 4
		-REVIEW FOR iLEAP			Written	1 day	Mar. 5
		-REVIEW FOR iLEAP			Written	1 day	Mar. 6
		-REVIEW FOR iLEAP			Written	1 day	Mar. 7

Sixth Six Weeks
2007-2008

Social Studies
Comprehensive Curriculum Scope & Sequence
Correlated with Harcourt Social Studies
(Louisiana: People and Communities)
2007-2008

Grade 3

Sixth Six Weeks
April 10-11, April 14-18, April 21-25
NOTE: USE MULTI-MEDIA RESOURCES SUCH AS, THE BAG LADY PROJECT GUIDE, SOFTWARE, AND INDEPENDENT READERS.

Unit Description: Unit Description: This unit focuses on making and selling products and being a thoughtful consumer as well as focusing on reading skills of comparing and contrasting and of telling fact from opinion. It also highlights the social studies skills of reading a product map, using latitude and longitude, reading a flow chart, using a line graph, and making economic choices.
Unit Objectives: TLW use artifacts and primary sources to learn more about economics. TLW interpret information in visuals.

CC Activity		GLE Description (TLW)	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
		Review Map Skills -learn to read a flow chart -use a flow chart to understand how the economy of our country works -create a flow chart to explain how something works GLE: 3, 35, 36, 41	Chapter 10, Read a Flow Chart pp. 344-345 AB p. 78		Written	1 day	Apr. 10
		Review Map Skills -learn the parts that make up a line graph -use a line graph to show how stock prices can change -create and interpret a line graph -explain that people must make choices about how to use limited economics resources -identify the trade-offs and opportunity costs of economic choices -evaluate an economic decision by using a personal or a given problem GLE: 3, 32, 33, 34	Chapter 10, Use a Line Graph pp. 350-352, Make An Economic Choice pp. 356-357 AB p. 80, 82		Written	1 day	Apr. 11
1	58	-apply critical thinking skills to organize and use information	Unit 5,	Fact and	Written	2 days	Apr.

4	59	-interpret information in visuals -recognize that people can be both consumers and producers	Chapter 10, Intro. and Lesson 1, pp. 340-343 AB p. 77	Opinion pp. 339, 342, 343			14, 15
5	60	-identify ways people earn money -describe reasons people spend money -understand that people save money Activity 1: Money and Making Choices Activity 4: Representing Information Activity 5: Economic Graphs GLE: 2, 32, 33, 34, 35, 37, 38, 41					
6	44	-identify the reasons people save money -explain the function of a bank	Chapter 10 Lesson 2 pp. 346-349 AB p. 79	Fact and Opinion pp. 348, 349	Written	2 days	Apr. 16, 17
10	62	-discuss the concept of interest -compare different kinds of investments					
11	62	Activity 6: Saving Money Activity 10: Economic Institutions Activity 11: Hanging Economic Institutions GLE: 3, 33, 34, 40, 41					
2	58	-identify types of incoming and outgoing monies -explain why making a budget is important for good money management -analyze a simple budget that allocates money for spending and saving Activity 2: Opportunity of Choices GLE: 2, 3, 32, 33, 34, 40	Chapter 10, Lesson 3 pp. 352-357 AB p. 81	Fact and Opinion pp. 354, 355	Written	2 days	Apr. 18, 21
		-identify people in the community who volunteer for public services -find examples to show how groups and individuals can make a difference in the community -read about ordinary people who exemplify good citizenship GLE: 28, 29, 30, 55	Lesson 4 pp. 358-363 AB p. 83	Fact and Opinion pp. 359, 363	Written	2 days	Apr. 22, 23
		Video/Review/Test Preparation I Wanna Be a Series, Original How It's Done Factory Tours, Piggy Banks to Money Markets	AB pp. 84-85	Fact and Opinion p. 364 Test Preparation pp. 364-365	Observation & Written	1 day	Apr. 24
		Chapter 10 Test GLE: 3, 29, 32, 33, 34, 35, 36	Chapter 10		Formal Test	1 day	Apr. 25

**Monroe City Schools
Social Studies Curriculum Timeline
Third Grade 2007-2008**

Week of	Chapters
Aug. 13-17	Chapter 1 Lessons:1-4
Aug. 20-22	Chapter 1 Lesson Review & Test Prep, and Chapter 1 Test
Aug. 23-24	Chapter 2 Lessons 1-2
Aug. 27-Aug. 31	Chapter 2 Lessons 3-4 Review & Test Prep, Chapter 2 Test
Sept. 3-7	SCIENCE
Sept. 10-14	SCIENCE
Sept. 17-21	SCIENCE
Sept. 24-Sept. 28	Chapter 3 Introduction & Lessons 1-3 and Map Skills
Oct. 1-2	Chapter 3 Review & Test Prep Chapter 3 Test
Oct. 3-5	Chapter 4 Lessons 1-3
Oct. 8-12	Chapter 4 Lesson 4 Review & Test Prep, and Chapter 4 Test
Oct. 15-19	SCIENCE
Oct. 22- Oct. 26	SCIENCE
Oct. 29-Nov. 2	SCIENCE
Nov. 5-9	Chapter 5 Lessons 1-4, Review
Nov. 12-13	Chapter 5 Test Prep and Chapter 5 Test
Nov. 14-16	Chapter 6 Lessons 1-3
Nov. 19-23	Thanksgivings Holiday
Nov. 26-30	Chapter 6 Lessons 3-4, Review & Test Prep, and Chapter 6 Test
Dec. 3-7	SCIENCE
Dec. 10-14	SCIENCE
Dec. 17-21	SCIENCE
Dec. 24- Jan. 4	Christmas Holiday
Jan. 7-11	Chapter 7 Lessons 1-4
Jan. 14-15	Chapter 7 Review & Test Prep, and Chapter 7 Test
Jan. 16-18	Chapter 8 Lessons 1-3
Jan. 22-25	Chapter 8 Lesson 4, Review & Test Prep, and Chapter 8 Test

Jan. 28-Feb. 1	
Feb. 4-8	
Feb. 11-15	
Feb. 18-22	Chapter 9 Lessons 1-2
Feb. 25-Feb. 29	Chapter 9 Lessons 3-4, Review & Test Prep, Chapter 9 Test
March 3-7	iLEAP Practice
March 10-14	iLEAP TEST
March 17-20	SCIENCE
March 24-28	Spring Break and Easter Holiday
March 31-April 4	SCIENCE
April 7-9	SCIENCE
April 10-11	Chapter 10 Read a Flow Chart, Use a Line Graph
April 14-18	Chapter 10 Lessons 1-3
April 21-25	Chapter 10 Lessons 3-4, Review & Test Prep, Chapter 10 Test
April 28-May 2	SCIENCE
May 5- May 9	SCIENCE
May 12-May 16	SCIENCE
May 19-May 21	

