

## Social Studies Curriculum

### Grade 3

Social Studies instruction incorporates the four strands of history, geography, civics, and economics. Students learn about the cultures of the ancient civilizations of Egypt, China, Greece, and Rome. The biographies of significant Americans are studied. Students also review concepts and facts previously learned in order to prepare for the Standards of Learning test.



### SS.G3

#### Standard 1

#### EXPLAIN HOW CONTRIBUTIONS OF ANCIENT GREECE & ROME INFLUENCED PRESENT

The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and indirect democracy) and sports.

##### State Notes:

Essential Questions:

- What styles in architecture used today came from ancient Greece and Rome?
- What principles of government from ancient Greece and Rome are part of our government?
- What sporting events today came from ancient Greece?

##### Essential Understanding:

- The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.
- The ancient Greeks and Romans have influenced the lives of people today.



#### Benchmark 1.a

#### Explain How Contributions of Ancient Greece/Rome Influence the Present

The student will explain how the contributions of ancient Greece and Rome have influenced the present.



##### Indicator 1.a.1

##### Explain how contributions of ancient Greece/Rome influence the present

The student will explain how the contributions of ancient Greece and Rome have influenced the present.



##### Indicator 1.a.2

##### Define contribution: the act of giving or doing something

Define contribution as the act of giving or doing something.



##### Indicator 1.a.3

##### Define a direct democracy

Define direct democracy as a government in which people vote to make their own rules or laws.



##### Indicator 1.a.4

##### Define a representative democracy

Define representative democracy as a government in which people vote for (elect) a smaller group of citizens to make their rules and laws for everyone.



##### Indicator 1.a.5

##### Describe how architects in ancient Greece & Rome used columns & arches

Describe how architects in ancient Greece and Rome used columns and arches in the construction of their building, and cite ancient examples that still exist today:

- Greece – the Parthenon (columns)
- Rome – the Colosseum and aqueducts (arches)

**Indicator 1.a.6****Describe mosaics, sculpture, and paintings displayed on buildings**

Describe mosaics, sculpture, and paintings displayed on buildings.

**Indicator 1.a.7****Explain how US government is based on ideas from ancient Greece & Rome**

Explain how the government of the United States is based on the ideas developed in ancient Greece and Rome:

- Greece – birthplace of democracy (government by the people); a direct democracy
- Rome – republican (representative) form of government; a representative democracy

**Indicator 1.a.8****Describe how the Olympics are modeled after those of ancient Greece**

Describe how the Olympic games of today are modeled after the games of ancient Greece.

**Indicator 1.a.9****Locate & use information from sources: ancient Greece & Rome**

Locate and use information about the contributions of ancient Greece and Rome from print and non-print sources.

**Indicator 1.a.10****Use resource materials to study contributions of ancient Greece & Rome**

Use resource materials to learn about the contributions of ancient Greece and Rome.

**Indicator 1.a.11****Gather & classify information: contributions of ancient Greece & Rome**

Gather and classify information about the contributions of ancient Greece and Rome.

**SS.G3****Standard 4****DEVELOP MAP SKILLS: LOCATE & DESCRIBE REGIONAL CHARACTERISTICS**

**The student will develop map skills by locating different regions, describing their physical and human characteristics, and explaining how people in different regions adapted and/or changed the environment to meet their needs.**

**State Notes:**

Essential Questions:

- Where were ancient Greece and ancient Rome located?
- What were the physical and human characteristics of ancient Greece and Rome?
- How did the people of ancient Greece and ancient Rome adapt to and change their environment to meet their needs?

**FCPS Notes:**

This standard includes material on the geography of ancient China and Egypt. This standard is in the VDOE Curriculum Framework for grade 2 (G2.4.a), but has been moved to grade 3 in FCPS so that connections to other ancient cultures can be made as part of the study of the ancient world. It is important to include this material in grade 3 because it will be assessed on the cumulative K-3 test at the end of grade 3.

**Essential Understanding:**

- Ancient Greece and Rome were located near the Mediterranean Sea.
- People adapt to their environment in different ways.

**Benchmark 4.a****Locate Greece, Rome, China, and Egypt**

The student will locate the following Greece, Rome, China [SOL 2.4.a], and Egypt [SOL 2.4.a]

**Indicator 4.a.1**



### **Use a world map to locate Greece & Rome**

Use a world map to locate Greece and Rome on land near the Mediterranean Sea.



#### **Indicator 4.a.2**

### **Use a world map to locate China**

Use a world map to locate China in Asia. [SOL 2.4.a]



#### **Indicator 4.a.3**

### **Use a world map to locate Egypt**

Use a world map to locate Egypt in Africa. [SOL 2.4.a]



#### **Indicator 4.a.4**

### **Locate & use geographic information from print & non-print resources**

Locate and use information about the location of Greece, Rome, China, and Egypt from print and non-print resources.

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## **Benchmark 4.b**

### **Describe the Physical & Human Characteristics of Ancient Greece & Rome**

The student will describe the physical and human characteristics of ancient Greece and Rome.



#### **Indicator 4.b.1**

### **Describe the physical characteristics of ancient Greece**

Describe the physical characteristics of ancient Greece:

- Located among mountains and hills
- Surrounded by Mediterranean Sea
- Limited rich soil



#### **Indicator 4.b.2**

### **Describe the human characteristics of ancient Greece**

Describe the human characteristics of ancient Greece: farmers, shipbuilders, and traders.



#### **Indicator 4.b.3**

### **Describe the physical characteristics of ancient Rome**

Describe the physical characteristics of ancient Rome:

- Located next to a river
- City built on many hills
- Limited rich soil



#### **Indicator 4.b.4**

### **Describe the human characteristics of ancient Rome**

Describe the human characteristics of ancient Rome: farmers, road builders, and traders.



#### **Indicator 4.b.5**

### **Locate & use info from resources: characteristics of Greece & Rome**

Locate and use information about the physical and human characteristics of ancient Greece and Rome from print and non-print resources.

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## **Benchmark 4.c**

### **Explain How People of Ancient Greece/Rome Adapted to Their Environment**

The student will explain how the people of ancient Greece and Rome adapted to or changed their environment to meet their needs.



#### Indicator 4.c.1

##### **Describe how the people of ancient Greece adapted to their environment**

Describe how the people of ancient Greece adapted to their environment:

- They farmed on hillsides.
- Trading took place on the Mediterranean Sea.
- Small independent communities developed because of the many mountains.



#### Indicator 4.c.2

##### **Describe how the people of ancient Rome adapted to their environment**

Describe how the people of ancient Rome adapted to their environment:

- They farmed on hillsides.
- Trading took place on the Mediterranean Sea.



#### Indicator 4.c.3

##### **Locate & use info from resources: adaptations of Greeks & Romans**

Locate and use information from print and non-print resources to explain how the people of ancient Greece and Rome adapted to or changed their environment to meet their needs.



#### Indicator 4.c.4

##### **Describe how the people of ancient China adapted to their environment**

Describe how the people of ancient China adapted to their environment:

- Fished
- Farmed
- Used irrigation methods to supply their crops with water



#### Indicator 4.c.5

##### **Describe how the people of ancient Egypt adapted to their environment**

Describe how the people of ancient Egypt adapted to their environment:

- Farmed near the Nile River
- Used irrigation methods to supply their crops with water



#### Benchmark 4.d

##### **Compare the Climate, Land and Plant Life of China and Egypt**

The student will compare the climate, land, and plant life of China and Egypt. [SOL 2.4.c]



#### Indicator 4.d.1

##### **Describe China: climate, land and plant life**

Describe China:

- Climate – seasons
- Land – forests, hills, mountains, deserts
- Plant life – great variety of plant life

[SOL 2.4.c]



#### Indicator 4.d.2

##### **Describe Egypt: climate, land and plant life**

Describe Egypt:

- Climate – hot, dry
- Land – Nile River, deserts, flooding
- Plant life – grasses along the Nile River

[SOL 2.4.c]

**Indicator 4.d.3****Compare the climate, land, and plant life of China and Egypt**

Compare the climate, land, and plant life of China and Egypt. [SOL 2.4.c]

**Indicator 4.d.4****Locate & use info from resources: climate, land, plants of China/Egypt**

Locate and use information about the climate, land, and plant life of China and Egypt from print and non-print sources. [SOL 2.4.c]

**Indicator 4.d.5****Use resource materials to study climate/land/plant life of China/Egypt**

Use resource materials to learn about the climate, land, and plant life of China and Egypt. [SOL 2.4.c]

**Indicator 4.d.6****Collect information: climate, land, plant life of China & Egypt**

Collect, organize, and record information about the climate, land, and plant life of China and Egypt. [SOL 2.4.c]

**Indicator 4.d.7****Interpret information: climate, land, plant life of China & Egypt**

Gather, classify, and interpret information about the climate, land, and plant life of China and Egypt. [SOL 2.4.c]

**SS.G3****Standard 5****DEVELOP MAP SKILLS: CONTINENTS, OCEANS, HEMISPHERES, GRID SYSTEM**

**The student will develop map skills by positioning and labeling the continents and four oceans to create a world map, identifying the four hemispheres, and locating places using a letter-number grid system.**

**State Notes:**

Essential Questions:

- Where are the seven continents and four oceans located on a world map?
- What imaginary lines are used to create hemispheres?
- How is a simple letter-number grid system used to locate places on maps?

**FCPS Notes:**

Some material in this standard, which covers geographic locations related to the European explorers, is in the VDOE Curriculum Framework for grade 3, but has been moved to grade 2 in FCPS because it correlates with the American Indian groups studied in grade 2. The explorers encountered the American Indians, and connections can be made by studying both groups in the same year. Because content specified in the VDOE Curriculum Framework for grade 3 is assessed in a K-3 cumulative test at the end of grade 3, students will be fully prepared by following this sequence.

**Essential Understanding:**

- There are seven continents and four oceans located in the world.
- The equator and the prime meridian divide the world into four hemispheres.
- A simple letter-number grid system on maps is used to locate places.

**Benchmark 5.a****Position and Label the 7 Continents & 4 Oceans to Create a World Map**

The student will position and label the seven continents and four oceans to create a world map.

**Indicator 5.a.1****Identify and locate the seven continents on a world map**

Identify and locate the seven continents on a world map:

- North America
- South America

- Europe
- Africa
- Asia
- Australia
- Antarctica



#### **Indicator 5.a.2**

#### **Identify and locate the four oceans on a world map**

Identify and locate the four oceans on a world map:

- Arctic
- Atlantic
- Indian
- Pacific



#### **Indicator 5.a.3**

#### **Position the seven continents and four oceans to create a world map**

Position the seven continents and four oceans to create a world map.



### **Benchmark 5.b**

#### **Use the Equator and Prime Meridian to Identify the Four Hemispheres**

The student will use the equator and prime meridian to identify the four hemispheres.



#### **Indicator 5.b.1**

#### **Define hemisphere**

Define a hemisphere as half a sphere (globe) created by the prime meridian or the equator.



#### **Indicator 5.b.2**

#### **Define equator**

Define the equator as an imaginary line around the middle of the earth that divides the globe into the northern and southern hemispheres.



#### **Indicator 5.b.3**

#### **Define prime meridian**

Define the prime meridian as an imaginary line that divides the globe into the eastern and western hemispheres.



#### **Indicator 5.b.4**

#### **Describe how equator & prime meridian are used to create 4 hemispheres**

Describe how the equator and prime meridian are used to create the four hemispheres.



#### **Indicator 5.b.5**

#### **Define regions**

Define regions as places that have common characteristics.



### **Benchmark 5.e**

#### **Locate Specific Places on a Simple Letter-Number Grid System**

The student will locate specific places on a simple letter-number grid system.



#### **Indicator 5.e.1**

#### **Describe how the letter & number grid coordinates identify a location**

Describe how the letter (left) and number (bottom) coordinates of a grid system identify the exact location of a place.



#### **Indicator 5.e.2**

#### **Locate specific places on a simple letter-number grid system**

Locate places on a simple letter-number grid system.



### Indicator 5.e.3

#### Draw maps of familiar areas using a simple letter-number grid system

Draw maps of familiar areas, using a simple letter-number grid system on the maps.



## SS.G3

### Standard 6

#### INTERPRET GEOGRAPHIC INFORMATION FROM MAPS, TABLES, GRAPHS AND CHARTS

The student will interpret geographic information from maps, tables, graphs, and charts.

##### State Notes:

Essential Question:

- What visual aids are used to gather and classify information?

##### Essential Understanding:

- Use maps, tables, graphs, charts, and pictures to classify information.



### Benchmark 6.a

#### Interpret Geographic Information from Maps, Tables, Graphs and Charts

The student will interpret geographic information from maps, tables, graphs, and charts.



### Indicator 6.a.1

#### Demonstrate how maps, tables, etc. are used for geographic information

Demonstrate how maps, tables, graphs, charts, and visual aids are used to gather and classify geographic information.



### Indicator 6.a.2

#### Make and explain bar and pie graphs for geographic information

Make and explain bar and pie graphs to present and interpret geographic information.



### Indicator 6.a.3

#### Draw maps of familiar areas or objects for geographic information

Draw maps of familiar objects or areas to present and interpret geographic information.



### Indicator 6.a.4

#### Construct and explain simple charts for geographic information

Construct and explain simple charts to present and interpret geographic information.



## SS.G3

### Standard 7

#### EXPLAIN HOW PRODUCERS USE RESOURCES TO PRODUCE GOODS & SERVICES

The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

##### State Notes:

Essential Question:

- How do producers use natural, human, and capital resources to produce goods and services?

##### Essential Understanding:

- Resources are used to produce goods and services.
- Producers of goods and services are influenced by natural, human, and capital resources.



## **Benchmark 7.a**

### **Explain How Producers Use Resources to Produce Goods and Services**

The student will explain how producers use natural, human, and capital resources to produce goods and services for consumers.



#### **Indicator 7.a.1**

##### **Define natural resources: materials that come from nature**

Define natural resources as materials that come from nature (water, soil, wood, coal).



#### **Indicator 7.a.2**

##### **Define human resources: people who produce goods and services**

Define human resources as people working to produce goods and services.



#### **Indicator 7.a.3**

##### **Define capital resources: goods used to produce other goods & services**

Define capital resources as goods made by people and used to produce other goods and services (machines, tools, buildings).



#### **Indicator 7.a.4**

##### **Define producers: people who use resources to make goods/services**

Define producers as people who use resources to make goods and/or provide services.



#### **Indicator 7.a.5**

##### **Define goods: things people make or use to satisfy needs & wants**

Define goods as things that people make or use to satisfy needs and wants.



#### **Indicator 7.a.6**

##### **Define services: activities that satisfy people's needs and wants**

Define services as activities that satisfy people's needs and wants.



#### **Indicator 7.a.7**

##### **Explain how producers use resources to produce goods and services**

Explain how producers use natural, human, and capital resources to produce goods and services.



#### **Indicator 7.a.8**

##### **Gather & interpret information: how producers use resources for goods**

Gather, classify, and interpret information about how producers use natural, human, and capital resources to provide goods and services.



#### **Indicator 7.a.9**

##### **Draw conclusions/make generalizations: how producers use resources**

Draw conclusions and make generalizations about data related to how producers use natural, human, and capital resources to provide goods and services.



## **SS.G3**

### **Standard 8**

#### **RECOGNIZE THE CONCEPTS OF SPECIALIZATION AND INTERDEPENDENCE**

The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece and Rome, and in the present).

##### **State Notes:**

Essential Questions:

- What is economic specialization?
- What is economic interdependence?
- How did economic specialization and interdependence exist in ancient Greece and ancient Rome?
- Does economic interdependence exist in our present day community?

## FCPS Notes:

Some material in this standard, which covers economic specialization and interdependence in the early West African empire of Mali, is in the VDOE Curriculum Framework for Grade 3, but has been moved to 2<sup>nd</sup> grade in FCPS as part of the study of the world around the time of the explorers. Because content specified in the VDOE Curriculum Framework for Grade 3 is assessed in a K-3 cumulative test at the end of 3<sup>rd</sup> grade, students will be fully prepared.

## Essential Understanding:

- Economic specialization and interdependence existed in the production of goods and services in the past and exist in our present day communities.
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### Benchmark 8.a

#### Recognize Specialization & Interdependence in Production of Goods

The student will recognize the concepts of specialization and interdependence in the production of goods and services.



#### Indicator 8.a.1

##### Define economic specialization

Define economic specialization and focusing on one product or service.



#### Indicator 8.a.2

##### Define interdependence

Define economic interdependence as two or more people depending on each other for goods and services.



#### Indicator 8.a.3

##### Explain how and why economic specialization occurs

Explain that economic specialization occurs when people focus on the production of selected kinds of goods and services.



#### Indicator 8.a.4

##### Describe economic specialization in ancient Greece and Rome

Describe economic specialization in ancient Greece and Rome: both communities focused on building ships, farming, and making pottery.



#### Indicator 8.a.5

##### Describe economic interdependence in ancient Greece and Rome

Describe economic interdependence in ancient Greece and Rome: Greeks and Romans traded their goods with Egypt and other nearby communities.



#### Indicator 8.a.6

##### Describe economic specialization in present day Virginia

Describe economic specialization in present day Virginia: Virginia is known for its expertise in shipbuilding.



#### Indicator 8.a.7

##### Describe economic interdependence in present day Virginia

Describe economic interdependence in present day Virginia: Virginia sells its coal to other countries but depends on other countries for oil.



#### Indicator 8.a.8

##### Gather & interpret information: specialization and interdependence

Gather, classify, and interpret information related to specialization and interdependence in the production of goods and services.



#### Indicator 8.a.9

##### Draw conclusions & make generalizations: specialization/interdependence

Draw conclusions and make generalizations about data related to specialization and interdependence in the production of goods and services.

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## SS.G3

### Standard 9

#### IDENTIFY EXAMPLES OF AN ECONOMIC CHOICE AND EXPLAIN OPPORTUNITY COSTS

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

##### State Notes:

Essential Question:

- Why does an economic choice involve giving up something else?

##### Essential Understanding:

- People make choices because they cannot have everything they want.
  - All choices require giving up something (opportunity cost).
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### Benchmark 9.a

#### Identify Examples of Economic Choice and Explain Opportunity Cost

The student will identify examples of making an economic choice and explain the idea of opportunity cost.



##### Indicator 9.a.1

###### Define economic choice: choosing among alternatives or possibilities

Define economic choice as the choice of or decision among alternatives or possibilities.



##### Indicator 9.a.2

###### Define opportunity cost: the next best choice given up

Define opportunity cost as the next best choice that is given up when a decision is made.



##### Indicator 9.a.3

###### Explain why economic decision-making requires comparing costs/benefits

Explain why economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.



##### Indicator 9.a.4

###### Describe the economic choice of ice cream vs. popcorn

Describe the economic choice of ice cream vs. popcorn:

- Choices – ice cream or popcorn
- Choice made – ice cream
- Choice given up (opportunity cost) – popcorn



##### Indicator 9.a.5

###### Describe the economic choice of toy vs. favorite video

Describe the economic choice of toy vs. favorite video:

- Choices – toy or favorite video
- Choice made – favorite video
- Choice given up (opportunity cost) – toy



##### Indicator 9.a.6

###### Describe the economic choice of spending now vs. saving for the future

Describe the economic choice of spending now vs. saving for the future:

- Choices – spending now or saving for the future
- Choice made – spend now
- Choice given up (opportunity cost) – save for the future



##### Indicator 9.a.7

###### Gather & interpret information: economic choices and opportunity cost

Gather, classify, and interpret information about economic choices and opportunity cost.



#### **Indicator 9.a.8**

#### **Make decisions related to economic choices and opportunity cost**

Make decisions related to economic choices and opportunity cost.



#### **Indicator 9.a.9**

#### **Explain cause & effect related to economic choice and opportunity cost**

Explain cause and effect related to economic choices and opportunity cost.



### **SS.G3**

#### **Standard 10**

#### **RECOGNIZE WHY GOVERNMENT IS NECESSARY IN CLASSROOM, SCHOOL & COMMUNITY**

The student will recognize why government is necessary in the classroom, school, and community.

#### **State Notes:**

Essential Questions:

- What is government?
- What are the basic purposes of government?
- Why is government necessary?

#### **Essential Understanding:**

- Governments protect the rights and property of individuals.



#### **Benchmark 10.a**

#### **Explain the Purpose of Rules and Laws**

The student will explain the purpose of rules and laws.



#### **Indicator 10.a.1**

#### **Define community: a place where people live, work and play**

Define community as a place where people live, work, and play.



#### **Indicator 10.a.2**

#### **Define rules: what people must or must not do**

Define rules as what people must or must not do.



#### **Indicator 10.a.3**

#### **Define laws: rules people live by**

Define laws as rules people live by.



#### **Indicator 10.a.4**

#### **Explain purpose of rules: to let people know how to act or behave**

Explain that the purpose of rules is to let people know how they should act or behave.



#### **Indicator 10.a.5**

#### **Compare & contrast differing values, personalities, behaviors, etc.**

Compare and contrast differing values, personalities, behaviors, and institutions.



#### **Indicator 10.a.6**

#### **Gather, classify and interpret information about rules and laws**

Gather, classify, and interpret information about rules and laws.



#### **Indicator 10.a.7**

#### **Explain cause and effect related to rules and laws**

Explain cause and effect related to rules and laws.



### **Benchmark 10.b**

#### **Explain Basic Purposes of Government: Make, Carry Out, Enforce Laws**

The student will explain that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken.



#### **Indicator 10.b.1**

##### **Explain the purpose of government: to make, carry out, enforce laws**

Explain that the purpose of government is to make laws, carry out laws, and decide if laws have been broken.



#### **Indicator 10.b.2**

##### **Gather, classify and interpret information about laws**

Gather, classify, and interpret information about laws.



#### **Indicator 10.b.3**

##### **Explain cause and effect related to laws**

Explain cause and effect related to laws.



### **Benchmark 10.c**

#### **Explain that Government Protects the Rights & Property of Individuals**

The student will explain that government protects the rights and property of individuals.



#### **Indicator 10.c.1**

##### **Explain how governments are necessary because they develop laws, etc.**

Explain how governments are necessary because they develop the laws and protect the rights and property of individuals.



#### **Indicator 10.c.2**

##### **Gather & interpret information: how government protects individuals**

Gather, classify, and interpret information about how government protects the rights and property of individuals.



#### **Indicator 10.c.3**

##### **Explain cause & effect: how government protects individuals**

Explain cause and effect related to how government protects the rights and property of individuals.



## **SS.G3**

### **Standard 11**

#### **EXPLAIN IMPORTANCE OF THE BASIC PRINCIPLES OF REPUBLICAN FORM OF GOVT**

**The student will explain the importance of the basic principles that form the foundation of a republican form of government.**

##### **State Notes:**

Essential Questions:

- What are some basic principles commonly held by American citizens?
- How did American citizens work to defend American principles?
- Why do we recognize Veterans Day and Memorial Day?

##### **Essential Understanding:**

- Some basic principles held by American citizens include life, liberty, and the pursuit of happiness; and equality under the law.
- Citizens have worked to defend American principles.
- Veterans Day is the recognition of and respect for Americans who served in the military.
- Memorial Day is the recognition of Americans who died in wars while they were serving their country.



## Benchmark 11.a

### Describe the Individual Rights to Life, Liberty, Happiness & Equality

The student will describe the individual rights to life, liberty, pursuit of happiness; and equality under the law.



#### Indicator 11.a.1

##### Describe the privileges that people are born with & cannot be removed

Describe life, liberty, and the pursuit of happiness as privileges that people are born with and that cannot be taken away.



#### Indicator 11.a.2

##### Describe the meaning of equality under the law

Describe the meaning of equality under the law: all people are treated fairly.



#### Indicator 11.a.3

##### Compare & contrast differing sets of ideas & values: individual rights

Compare and contrast differing sets of ideas, values, personalities, and behaviors related to individual rights.



#### Indicator 11.a.4

##### Gather, classify & interpret information related to individual rights

Gather, classify, and interpret information related to individual rights.



## Benchmark 11.b

### Identify the Contributions of Important Americans

The student will identify the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.



#### Indicator 11.b.1

##### Explain how many defended the basic principles that form the gov't

Explain how many people worked to defend the basic principles that formed the foundation of a republican form of government.



#### Indicator 11.b.2

##### Describe George Washington: first president of the new nation

Describe George Washington:

- First President of the new nation
- Worked under the new republican form of government
- Helped put the basic principles into practice for the new nation



#### Indicator 11.b.3

##### Describe Thomas Jefferson: wrote Dec. of Independence, US president

Describe Thomas Jefferson:

- Born in Virginia
- The third President of the United States
- Wrote the Declaration of Independence, which states that people have certain rights
- A leader who helped develop the country



#### Indicator 11.b.4

##### Describe Abraham Lincoln: US president, helped free the slaves

Describe Abraham Lincoln:

- The United States President when the country was divided over the issue of equality for all people
- Helped free African American slaves



#### **Indicator 11.b.5**

#### **Describe Rosa Parks: African American who refused to give up bus seat**

Describe Rosa Parks:

- An African American woman who refused to give up her seat on a public bus as required by law many years ago
- Helped to bring about changes in laws and worked so that all people would have equal rights



#### **Indicator 11.b.6**

#### **Describe Thurgood Marshall: African American justice of Supreme Court**

Describe Thurgood Marshall:

- A lawyer who defended people at a time when not all people had equal rights.
- The first African American justice of the United States Supreme Court.



#### **Indicator 11.b.7**

#### **Describe Martin Luther King, Jr: African American-equal rights for all**

Describe Martin Luther King, Jr.:

- An African American minister who worked for equal rights for all people
- Helped bring about changes in laws through peaceful means



#### **Indicator 11.b.8**

#### **Compare & contrast ideas: Americans who improved lives for others**

Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions related to the contributions of Americans who worked to make life better for other Americans.



#### **Indicator 11.b.9**

#### **Gather & interpret information: Americans who improved lives for others**

Gather, classify, and interpret information about the contributions of Americans who worked to make life better for other Americans.



### **Benchmark 11.c**

#### **Recognize that Veterans' Day & Memorial Day Honor People Who Served**

The student will recognize that Veterans' Day and Memorial Day honor people who have served to protect the country's freedoms.



#### **Indicator 11.c.1**

#### **Describe Veterans' Day: recognize Americans for their military service**

Describe Veterans' Day:

- A day for the recognition of and respect for Americans who served in the military
- Observed in November



#### **Indicator 11.c.2**

#### **Describe Memorial Day: recognize Americans who died in wars for US**

Describe Memorial Day:

- A day for the recognition of and respect for Americans who died in wars while they were serving their country
- Observed in May



#### **Indicator 11.c.3**

#### **Gather & interpret information: Veterans' Day and Memorial Day**

Gather, classify, and interpret information about Veterans' Day and Memorial Day.

 **Standard 12****RECOGNIZE THAT AMERICANS ARE A PEOPLE OF DIVERSE ETHNIC ORIGINS**

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.


**State Notes:**

Essential Questions:


- What unites the people of the United States?
- What are some benefits of diversity in the United States?

**Essential Understanding:**

- The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.
  - Being an American is defined by the shared basic principles of the republican form of government.
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 **Benchmark 12.a****Recognize that Americans are a People of Diverse Ethnic Origins**

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

 **Indicator 12.a.1****Describe a republican form of government as a representative democracy**

Describe a republican form of government as a representative democracy.

 **Indicator 12.a.2****Explain how Americans come from diverse ethnic origins and countries**

Explain how the American people come from different ethnic origins and different countries.


 **Indicator 12.a.3****Describe how Americans are united by basic principles of government**

Describe how the American people are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.

 **Indicator 12.a.4****Describe some of the benefits of diversity in the US**

Describe some of the benefits of diversity in the United States:


- Food
- Clothing
- Music

 **Indicator 12.a.5****Differentiate between points of view by self and others**

Differentiate between points of view by self and others.

 **Indicator 12.a.6****Participate in groups and democratic society**

Participate in groups and democratic society.

 **Indicator 12.a.7****Make generalizations: diverse origins & common principles of Americans**

Make generalizations about data related to the diverse origins and common principles of the American people.

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## EXPLAIN HOW CONTRIBUTIONS OF ANCIENT CHINA/EGYPT INFLUENCE THE PRESENT

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. [SOL 2.1]

### State Notes:

Essential Questions:

- What contributions did the people of ancient China and Egypt make to the development of written language?
- What inventions came from ancient China and Egypt?
- What examples of architecture from ancient China and Egypt are still present today? [SOL 2.1]

### FCPS Notes:

This standard includes material on the contributions of ancient China and Egypt. This standard is in the VDOE Curriculum Framework for grade 2, but has been moved to grade 3 in FCPS so that connections to other ancient cultures can be made. It is important to include this material because it will be assessed on the cumulative K-3 test at the end of grade 3.

### Essential Understanding:

- Ancient people made contributions that still affect the present world. [SOL 2.1]



### Benchmark 13.a

#### Explain How Contributions of Ancient China/Egypt Influence the Present

The student will explain how the contributions of ancient China and Egypt have influenced the present world. [SOL 2.1]



#### Indicator 13.a.1

##### Define ancient: long, long ago

Define ancient as long, long ago. [SOL 2.1]



#### Indicator 13.a.2

##### Define architecture: the design of buildings

Define architecture as the design of buildings. [SOL 2.1]



#### Indicator 13.a.3

##### Define contribution: the act of giving or doing something

Define contribution as the act of giving or doing something. [SOL 2.1]



#### Indicator 13.a.4

##### Describe the contributions of ancient China

Describe the contributions of ancient China:

- Written language – characters, symbols
- Inventions – kite, silk cloth, compass, bronze, fireworks
- Architecture – Great Wall

[SOL 2.1]



#### Indicator 13.a.5

##### Describe the contributions of ancient Egypt

Describe the contributions of ancient Egypt:

- Written language – hieroglyphics
- Inventions – paper made from papyrus, 365-day calendar, clock
- Architecture – pyramids

[SOL 2.1]



#### Indicator 13.a.6

##### Describe how many inventions of China & Egypt are still used today

Describe how many inventions of ancient China and Egypt are still used today. [SOL 2.1]

#### Indicator 13.a.7



**Locate & use resources: contributions of ancient China & Egypt**

Locate and use information about the contributions of ancient China and Egypt from print and non-print resources. [SOL 2.1]



**Indicator 13.a.8**

**Gather & interpret information: contributions of ancient China & Egypt**

Gather, classify, and interpret information about the contributions of ancient China and Egypt. [SOL 2.1]



**Indicator 13.a.9**

**Use resource materials to study contributions of ancient China & Egypt**

Use resource materials to learn about the contributions of ancient China and Egypt. [SOL 2.1]



**Indicator 13.a.10**

**Collect & record information: contributions of ancient China & Egypt**

Collect, organize, and record information about the contributions of ancient China and Egypt. [SOL 2.1]