

**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT**  
**Social Studies Curriculum Framework**

**3<sup>rd</sup> Grade**

*Research and Inquiry*

*Every nine weeks prior to research/inquiry/reading about a Social Studies topic or unit*

Strand	TEKS	Objective: <i>The student is expected to</i>	Resources/Activities
<b>SOCIAL STUDIES SKILLS</b>	<p><b>3.18</b>  <b>The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</b></p>	<p>(A) <i>use a problem-solving process</i> 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.</p> <p>(B) <i>use a decision-making process</i> to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<ul style="list-style-type: none"> <li>• Questioning strategies</li> <li>• Graphic organizers:               <ul style="list-style-type: none"> <li>◦ “Decision Making Process”, TR 11</li> <li>◦ “KWL Chart”, TR 14</li> </ul> </li> </ul>

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**3<sup>rd</sup> Grade**

*Research and Inquiry*

*Every nine weeks during research/inquiry/reading about a Social Studies topic or unit*

Strand	TEKS	Objective: <i>The student is expected to</i>	Resources/Activities
<b>SOCIAL STUDIES SKILLS</b>	<p><b>3.16</b>  <b>The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</b></p>	<p>(A) <i>obtain information</i>, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources.</p> <p>(B) sequence and categorize information.</p> <p>(C) <i>interpret oral, visual, and print material</i> by identifying the main idea, identifying cause and effect, and comparing and contrasting.</p> <p>(D) <i>use various parts of a source</i>, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information.</p> <p>(E) <i>interpret and create visuals</i> including graphs, charts, tables, timelines, illustrations, and maps.</p> <p>(F) <i>use appropriate mathematical skills</i> to interpret social studies information such as maps and globes.</p>	<ul style="list-style-type: none"> <li>• Scott Foresman Graphic Organizers <ul style="list-style-type: none"> <li>◦ “Cause and Effect”, TR 3</li> <li>◦ “Main Idea”, TR 7</li> <li>◦ “Sequence”, TR 8</li> <li>◦ “Summarize”, TR 9</li> <li>◦ “Event Summary”, TR 10n</li> <li>◦ “Draw Conclusions”, TR 6</li> </ul> </li> </ul>

**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT**  
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**3<sup>rd</sup> Grade**

*Research and Inquiry*

*Every nine weeks responding to completed research/inquiry/reading about a Social Studies topic or unit*

Strand	TEKS	Objective: <i>The student is expected to</i>	Resources/Activities
<b>SOCIAL STUDIES SKILLS</b>	<b>3.17</b> <b>The student communicates in written, oral, and visual forms.</b>	<p>(A) <i>express ideas</i> orally based on knowledge and experiences.</p> <p>(B) <i>create written and visual material</i> such as stories, poems, pictures, maps, and graphic organizers to express ideas.</p> <p>(C) <i>use standard grammar, spelling, sentence structure, and punctuation.</i></p>	<ul style="list-style-type: none"> <li>• Scott Foresman Graphic Organizers               <ul style="list-style-type: none"> <li>◦ “Compare and Contrast”, TR 4-5</li> </ul> </li> </ul>

**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT  
Social Studies Curriculum Framework**

**3<sup>rd</sup> Grade**

*Communities*

Units: “Map and Globe Skills” and “Building Research Skills”

*1<sup>st</sup> nine weeks*

<b>Strand</b>	<b>TEKS</b>	<b>Objective: <i>The student is expected to</i></b>	<b>Key Concepts and Vocabulary</b>	<b>Resources/Activities</b>
<b>GEOGRAPHY</b>	<b>3.5 The student understands the concepts of location, distance, and direction on maps and globes.</b>	<p>(A) <i>use cardinal and intermediate directions</i> to locate places such as the Amazon River, Himalayan Mountains, and Washington, D.C. on maps and globes.</p> <p>(B) <i>use a scale</i> to determine the distance between places on maps and globes.</p> <p>(C) <i>identify and use the compass rose, grid, and symbols</i> to locate places on maps and globes.</p> <p>(D) <i>draw maps</i> of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.</p>	<ul style="list-style-type: none"> <li>• Maps and globes are representations of specific places.</li> <li>• A map is a representation on a plane surface of a region of the Earth.</li> <li>• A globe is a spherical map of the Earth.</li> <li>• A map includes cardinal and intermediate directions.</li> <li>• A compass rose is used to locate places on maps and globes.</li> <li>• The purpose of a scale is to determine distance between places on maps and globes.</li> <li>• The purpose of a grid system is to locate places on maps and globes.</li> </ul>	<p><u>Textbook:</u> Scott-Foresman</p> <ul style="list-style-type: none"> <li>• Chapters 1 and 2</li> <li>• H14-H18</li> <li>• Atlas</li> <li>• “Map and Globe Skills, p. H8-13</li> <li>• “Using Map Scales”, p. 32</li> <li>• “Map Adventure”, p. 51</li> <li>• “Intermediate Directions”, p. 98</li> <li>• “Hemispheres”, p. 110</li> <li>• “Map Adventure”, p. 174</li> <li>• “Symbols and Map Locations”, 222</li> <li>• “Traveling West”, p. 245</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>GEOGRAPHY</b>	<b>3.5, continued</b>		<ul style="list-style-type: none"> <li>• The grid system is made up of imaginary lines called latitude and longitude.</li> <li>• The imaginary lines which circle the earth from east to west are called lines of latitude.</li> <li>• The imaginary lines which circle the earth north to south are called lines of longitude.</li> <li>• Map elements include: a title, symbols, legend, scale, compass rose, and grid system (possibly).</li> </ul>	<ul style="list-style-type: none"> <li>• “Map Keys”, p. 320</li> <li>• “Cardinal and Intermediate Directions:”, p. 369</li> <li>• “Grid Systems”, p. 388</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• <u>Sea Clocks</u></li> <li>• <u>The Lotus Seed</u></li> <li>• <u>Maps and Globes</u></li> </ul>

Unit: “What are Communities and Where Is My Community?”

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>HISTORY</b>	<p><b>3.2</b>  <b>The student understands common characteristics of communities, past and present.</b></p>	<p>(A) <i>identify reasons</i> people have formed communities, including a need for security, law, and material well-being.</p> <p>(B) <i>compare ways</i> in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.</p>	<ul style="list-style-type: none"> <li>• A community is a place where people live, work, and have fun together.</li> <li>• There are many kinds of communities in the United States.</li> <li>• Communities around the world are alike and different.</li> <li>• Communities meet people’s needs for safety and comfort.</li> <li>• Communities may have different spoken languages, climates, types of recreation, food, holidays, and celebrations.</li> <li>• A rural community is in the countryside.</li> <li>• A suburban community is near a city.</li> <li>• An urban community is in a city.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated materials</li> <li>• Discuss local vs. world communities</li> <li>• Use maps to point out various communities: city, county, state, country</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>GEOGRAPHY</b>	<b>3.4</b> <b>The student understands how humans adapt to variations in the physical environment.</b>	<p>(A) <i>describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards.</i></p> <p>(D) <i>identify and compare the human characteristics of selected regions.</i></p>		

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**3<sup>rd</sup> Grade**

*Communities*

Unit: *Community Histories*

2<sup>nd</sup> nine weeks

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>HISTORY</b>	<b>3.3</b> <b>The student understands the concepts of time and chronology.</b>	<p>(A) <i>use vocabulary</i> related to chronology, including ancient and modern times and past, present, and future times.</p> <p>(B) <i>create and interpret timelines.</i></p> <p>(C) <i>describe historical times</i> in terms of years, decades, and centuries.</p>	<ul style="list-style-type: none"> <li>• A timeline is a visual organizer to show placement of events in history.</li> <li>• Everyone has a personal timeline within a historical timeline.</li> <li>• Every community has a history that is shaped by the people who first arrived there. Your community might be remembered for Native Americans who lived there first. Perhaps your community celebrates its early explorers or settlers. Your community is special because of its past as well as its present.</li> <li>• Define past, present, future, year, decade, and century by using the timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a personal timeline and use as a basis for a year’s classroom timeline.</li> <li>• Create a history timeline to include: <ul style="list-style-type: none"> <li>◦ 5000 B.C. 1<sup>st</sup> Americans grow food in settled communities</li> <li>◦ 1000 Viking Leif Ericsson reaches North America</li> <li>◦ 753 Founding of the city of Rome</li> <li>◦ 1804 Lewis and Clark explore west of the Mississippi River</li> <li>◦ 1776 Declaration of Independence</li> <li>◦ 1969 American astronauts walk on the moon</li> </ul> </li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>HISTORY</b>	<b>3.1</b> <b>The student understands how individuals, events, and ideas have influenced the history of various communities.</b>	<p>(A) <i>describe</i> how individuals, events and ideas have <i>changed communities</i> over time.</p> <p>(B) <i>identify individuals</i> such as Pierre-Charles L’Enfant who have helped to shape communities.</p> <p>(C) <i>describe</i> how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the <i>expansion of existing communities</i> or to the <i>creation of new communities</i>.</p>	<ul style="list-style-type: none"> <li>• The driving forces behind European exploration were power and money.</li> <li>• An explorer is a person who travels to little-known places looking for land or other new discoveries.</li> <li>• Native American and European explorers built the first communities in North America.</li> <li>• Spanish explorers came to present-day Florida and established communities.</li> <li>• French explorers came to present-day Canada and built communities.</li> <li>• English explorers came to present-day Virginia and built communities.</li> </ul>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• Scott-Foresman, Unit 4, Chapter 7 and Chapter 8, pp. 243-248</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Create an ad, p. 239</li> <li>• Draw a map, p. 234</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>CULTURE</b>	<b>3.12</b> <b>The student understands ethnic and/or cultural celebrations of the United States.</b>	<p>(A) <i>explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick’s Day, Cinco de Mayo, and Kwanzaa.</i></p> <p>(B) <i>compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.</i></p>	<ul style="list-style-type: none"> <li>• We celebrate various ethnic and cultural traditions within families and communities, such as Columbus Day, Veteran’s Day, Thanksgiving, and December holidays.</li> <li>• A holiday is a special day for remembering an important person or event.</li> <li>• A tradition is a special way that a group does something.</li> </ul>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• Scott-Foresman, Chapter 4, “Celebrations”, p. 102-131</li> </ul> <p><i>Note: Emphasize cultural differences throughout the year.</i></p>

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**3<sup>rd</sup> Grade**

*Communities*

Unit: *Community Governments*

3<sup>rd</sup> nine weeks

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>HISTORY</b>	<p><b>3.2</b>  <b>The student understands common characteristics of communities, past and present.</b></p>	<p>(B) <i>compare ways</i> in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.</p>	<ul style="list-style-type: none"> <li>• People long ago formed communities to have a safe place to live, work, and play. They also wanted a place where they could live under laws that were fair.</li> <li>• Rules tell us what to do and what we should not do.</li> <li>• Laws are official rules.</li> <li>• We follow rules and laws as members of a family, school, and community.</li> <li>• Rules and laws are needed to provide security and safety, to establish order, and to manage conflict.</li> <li>• Adults have rules, too. We follow rules in many places, including work and school.</li> </ul>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• Scott-Foresman: Unit 6, Chapters 11 and 12</li> </ul> <p><u>Activity</u></p> <ul style="list-style-type: none"> <li>• Write a class constitution</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>HISTORY</b>	3.2, continued		<ul style="list-style-type: none"> <li>• People have formed governments to protect their rights and property.</li> <li>• The government of ancient Athens was a direct democracy run by its citizens.</li> <li>• The early government of ancient Rome was a republic. Our country's founders used some ideas from ancient Rome when they wrote the United States Constitution.</li> <li>• In a representative government, voters select people to speak for them.</li> <li>• The form of government we have in the United States is called a republic which is run by representatives of its citizens.</li> <li>• There are various other forms of government, such as dictatorship (Cuba, Saddam Hussein regime), and monarchy (England).</li> </ul>	<u>Textbook</u> <ul style="list-style-type: none"> <li>• pp. 358-359</li> <li>• p.373</li> <li>• pp. 360-362</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>GOVERNMENT</b>	<b>3.9</b> <b>The student understands the basic structure and functions of local government.</b>	<p>(A) <i>describe</i> the basic <i>structure</i> of <i>government</i> in the local community.</p> <p>(B) <i>identify services</i> commonly provided by local governments.</p> <p>(C) <i>identify local government officials</i> and explain how they are chosen.</p> <p>(D) <i>explain</i> how local <i>government services</i> are financed.</p> <p>(E) <i>explain</i> the <i>importance</i> of the <i>consent of the governed</i> to the functions of local government.</p>	<ul style="list-style-type: none"> <li>• Local governments provide community services to meet people’s needs for safety, education, transportation, and recreation.</li> <li>• Local governments must pay for services through taxes, fees, and state and national governments.</li> <li>• Local government officials include a mayor, city or town council, fire chief, and others.</li> <li>• Some officials are elected; other are appointed.</li> <li>• A person who runs for office is a candidate.</li> <li>• People give their consent, or permission, for local leaders to make and carry out laws.</li> </ul>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• Scott-Foresman: pp. 378-379; 384-387; 390-395</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Mock Election (p. 378 and 394)</li> <li>• Candidate speeches (p. 379)</li> <li>• Information, please (p. 386)</li> <li>• Directory of Services (p. 387)</li> <li>• Local Government (p. 391 and 394)</li> <li>• Government Structure (p. 392)</li> <li>• Conduct a Meeting (p. 393)</li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>CITIZENSHIP</b>	<p><b>3.10</b>  <b>The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</b></p>	<p>(A) <i>identify characteristics of good citizenship</i> such as a belief in justice, truth, equality, and responsibility for the common good.</p> <p>(B) <i>identify historic figures</i> such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship.</p> <p>(C) <i>identify and explain</i> the importance of acts of <i>civic responsibility</i>, including obeying laws and voting.</p> <p>(D) <i>identify ordinary people</i> who exemplify good citizenship.</p>	<ul style="list-style-type: none"> <li>• Each citizen has many rights and responsibilities.</li> <li>• A responsibility is a duty, or something you should do.</li> <li>• People are expected to obey the laws that their governments set up. As a citizen of our country, it is important to remember that you have rights recognized by our government, but you also have responsibilities to our country.</li> <li>• The responsibility to vote includes the responsibility to support our leaders.</li> </ul> <p><u>Good Citizenship Characteristics</u></p> <ul style="list-style-type: none"> <li>• <i>Respect</i> means treating others as you want to be treated and welcoming differences among people.</li> <li>• <i>Caring</i> means thinking about what someone else needs.</li> <li>• <i>Responsibility</i> means doing what you are supposed to do and thinking before you act.</li> </ul>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> <li>• “Citizen Heroes”</li> <li>• Chapter 12, Lesson 3</li> </ul> <p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Workbook, pp. 84 and 85</li> <li>• Citizenship Body Posters</li> <li>• “Living Museum”</li> <li>• Biographies</li> </ul>



**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT**  
**Social Studies Curriculum Framework**

**3<sup>rd</sup> Grade**

*Communities*

Unit: *Life and Work in Communities*

*4<sup>th</sup> nine weeks*

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>ECONOMICS</b>	<b>3.6</b> The student understands the purposes of spending and saving money.	(A) <i>identify ways</i> of earning, spending, and saving money.  (B) <i>analyze</i> a simple <i>budget</i> that allocates money for spending and saving.	<ul style="list-style-type: none"> <li>• People make choices about how money is earned, spent, and saved.</li> <li>• People work to earn money to pay for the things they want to buy.</li> <li>• Needs are things people cannot live without.</li> <li>• Wants are things people would like to have and those desires can be satisfied by consuming a good, service, or leisure activity.</li> <li>• A good is an object people want that they can touch or hold.</li> <li>• A service is an action that a person does for someone else.</li> </ul>	<u>Textbook</u>  <ul style="list-style-type: none"> <li>• Scott-Foresman: Chapters 9 and 10</li> </ul> <u>Other Literature</u>  <ul style="list-style-type: none"> <li>• <u>Crispin, The Pig Who Had it All</u></li> <li>• <u>To Market, To Market</u></li> </ul>
	<b>3.7</b> The student understands the concept of an economic system.	(A) <i>define</i> and identify examples of <i>scarcity</i> .		



Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>ECONOMICS</b>	3.8, continued		<ul style="list-style-type: none"> <li>• Labor productivity measures how many goods or services are produced per worker. Greater productivity leads to higher standards of living.</li> <li>• Increases in supply and demand affect the price of a product.</li> <li>• Businesses make profits by selling their product for more than it costs to provide it.</li> <li>• Profit is the difference between the money people make when they produce and sell a good or service and all the costs of production.</li> <li>• Savings is the part of a person's income that is not spent for goods and services or used to pay taxes.</li>   <li>• A budget is a plan that shows how people earn income and spend and save their money.</li> </ul>	<ul style="list-style-type: none"> <li>• <u><a href="#">The Furry News: How to Make a Newspaper</a></u></li>   <li>• <u><a href="#">Arthur's Pet Business</a></u></li>   <li>• <u><a href="#">Alexander</a></u></li> <li>• <u><a href="#">Who Used to Be Rich Last Sunday</a></u></li> <li>• <u><a href="#">A Chair for my Mother</a></u></li> <li>• <u><a href="#">Uncle Jed's Barbershop</a></u></li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>ECONOMICS</b>	3.8, continued			<p data-bbox="1514 267 1629 293"><u>Activities</u></p> <ul style="list-style-type: none"> <li data-bbox="1514 337 1843 399">• Create advertisements for products</li> <li data-bbox="1514 412 1772 438">• Mock shopping trip</li> <li data-bbox="1514 451 1839 477">• Play “The Price is Right”</li> <li data-bbox="1514 490 1881 552">• Virtual shopping to illustrate supply and demand</li> <li data-bbox="1514 565 1860 626">• Class market (store) with a monetary system</li> <li data-bbox="1514 639 1814 665">• Student-created budget</li> <li data-bbox="1514 678 1661 704">• Web sties <ul style="list-style-type: none"> <li data-bbox="1514 717 1843 743">◦ <a href="http://esd.iu5.org/lesson">http://esd.iu5.org/lesson</a></li> <li data-bbox="1514 756 1797 782">◦ <a href="http://kidsbank.com">http://kidsbank.com</a></li> </ul> </li> </ul>

Strand	TEKS	Objective: <i>The student is expected to</i>	Key Concepts and Vocabulary	Resources/Activities
<b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>	<b>3.15</b> <b>The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.</b>	<p>(A) <i>identify scientists and inventors</i> such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology.</p> <p>(B) <i>identify the impact of new technology</i> in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.</p>		<u>Textbook</u> <ul style="list-style-type: none"> <li>• Scott-Foresman: Chapter 8</li> </ul> <u>Activities</u> <ul style="list-style-type: none"> <li>• Biography research projects (include the person on the class timeline)</li> </ul>