

CORRELATION OF

DoDEA SOCIAL STUDIES STANDARDS

AND

ADVENTURES IN TIME AND PLACE

GRADE 3

McGRAW-HILL

SCHOOL DIVISION

Grade Three

Communities

SS1—Citizenship

- Identify, describe, and display examples of citizens' rights and responsibilities.
- Identify key ideals of the United States form of government.
- Explain actions citizens can take to influence public policy.

GRADE THREE

Chapter 5, Citizenship: Making a Difference, pp. 133

Understand that in a community project, each person makes a difference.

Activities:

p. 133: Citizenship (Language Arts/Art)

- Research organizations that help people in the community.
- Write letters to EARS or other help organizations to get more information.
- Make posters, flyers, and displays using the information gathered from research.

Chapter 6, Lesson 2: Our First President, pp. 154-159

Understand the role of George Washington in U.S. history.

Appreciate the significance of the Constitution.

Describe the three branches of the national government.

Activities:

p. 158: Curriculum Connection (Language Arts/Drama)—Debate issues, act as Supreme Court justices, and render verdicts.

p. 161: Background Information (Language Arts/Math)—Use graphic organizers to organize information.

Chapter 8, Lesson 1: Community Government, pp. 186-189

Understand why all communities have governments and laws.

Discuss the need for law enforcement.

Activities:

p. 187: Curriculum Connection (Language Arts)—Research the names and titles of state and local officials. Make government family trees.

p. 187: Field Trip (Movement/Math)—Walk around the neighborhood. Categorize signs according to their

p. 189: Meeting Individual Needs (Language Arts/Art/Math)—Draw signs with captions explaining the law it observes. Collect articles about local officials. Make a scrapbook called *Local Leaders at Work*. In research teams, chart the forms and the responsibilities of each kind of government.

Chapter 8, Lesson 2: Citizens in Action, pp. 192-199

Recognize citizens' responsibilities to the community.

Identify community leaders who make a difference.

Understand the significance of voting and elections.

Activities:

p. 193: Citizenship (Language Arts/Health)—Do volunteer work for national organizations, invite speakers to visit.

p. 194: Curriculum Connection (Language Arts)—Interview people who do volunteer work.

- p. 195: Curriculum Connection, Citizenship (Math)—Count the members of class and compute a majority vote. Fill out sample ballots.
- p. 195: Field Trip – Decide on issues to discuss at a visit to City Hall. Invite an official to visit the classroom.

SS2—Culture

- Explain why people choose to live in certain communities.
- Compare cultures in terms of contributions, attitudes, and ideas.

GRADE THREE

Chapter 1, Lesson 1: Looking at a Community, pp. 8-13

Define the term community.

Identify characteristics that communities have in common.

Compare and contrast the local community with the community of Sacramento, California.

Activities:

- p. 6B: Make a Welcome Brochure (Language Arts/Art)—Make brochures for newcomers to school.
- p. 10: Field Trip—Visit local political leaders to see how they work together to help get laws passed.
- p. 11: Citizenship (Language Arts)—Work in groups to research solutions to local problems. Publish findings.
- p. 12: Curriculum Connection (Language Arts/Art)—Illustrate and display recreational activities in the community.

Chapter 1, Legacy: pp. 14-15

Understand how a community's past can live on in the present.

Activities:

- p. 14: Curriculum Connection (Language Arts)—Consider passing on possessions valued in the past as a legacy.
- p. 15: Curriculum Connection (Art)—Make dioramas of the community.

Chapter 1, Lesson 2: Communities Across the United States, pp. 16-21

Analyze urban, suburban and rural communities.

Compare and contrast different types of communities in the United States.

Describe the relationship between people and their environment in various communities.

Activities:

- p. 17: Curriculum Connection (Art)—Make urban collages that relate to city life.
- p. 20: Curriculum Connection (Music)—Make new verses for songs about transportation.

Chapter 1, Global Connections: A Community in Mexico, pp. 24-29

Learn about Mexican culture.

Compare urban, suburban, and rural communities in Mexico and the U.S.

Describe how communities change over time.

Activities:

- p. 27: Curriculum Connection (Math/Language Arts/Art)—Solve math problems to determine commute times.
Make a book to focus on changes in the community during the last century.
- p. 28: Curriculum Connection (Science)—Investigate how air quality varies from place.

Chapter 3, Lesson 1: Native American Communities, pp. 70-75

Identify Native Americans as the first inhabitants of North America.

Understand how natural resources shaped Native American communities.

Activities:

p. 71: Curriculum Connection (Reading/Language Arts)—Read folktales from different cultures.

Write original stories.

p. 73: Citizenship (Language Arts)—Prepare booklets of the history of Native American groups in the community.

Chapter 3, Lesson 2: The Geography of Mesa Verde, pp. 78-81

Explore the geography of the Southwest.

Analyze how geography shaped the culture of the Anasazi.

Activities:

p. 81: Meeting Individual Needs (Language Arts/Art)—Draw pictures of a mesa and Anasazi tools. Write paragraphs that compare the geography, resources and culture of the Plains Indians and Anasazi. Create an illustrated report of one natural resource the Anasazi used.

Chapter 9, Lesson 2: Coming to America, pp. 218-223

Understand why the immigrants came to the U.S. in the early 1900's.

Appreciate the contributions of different cultural groups to the U.S.

Activities:

p. 221: Citizenship (Language Arts/ Art/Music)—Report on areas with distinct cultures. Include examples of music, art, and food.

p. 222: Curriculum Connection (Language Arts)—Interview adults and create oral histories for display.

Chapter 9, Lesson 3: Moving to Northern Cities, pp. 224-229

Describe the African American migration from the South to the North.

Appreciate African American contributions to the United States.

Understand the role of Martin Luther King, Jr., in U.S. history.

Activities:

p. 228: Curriculum Connection (Art)—Make panels for a mural of “People on the Move” through history.

p. 229: Meeting Individual Needs (Language Arts)—Interview grandparents about the civil rights movement. Write

letters between friends who took part in the Great Migration and those who stayed at home. Report on Key

Persons who contributed to the United States.

Chapter 9, Lesson 4: Immigration Today, pp. 232-236

Discuss immigration to the United States today.

Appreciate the contributions of various cultural groups to the U.S.

Activities:

p. 234: Expanding the Infographic (Language Arts/Math)—Chart the comparisons between the United States and foreign countries.

- p. 235: Curriculum Connection (Home Ec./Math/Art)—Organize a Cultural Heritage Day. Plan a feast of ethnic foods. Chart “hello” in different languages. Label countries on maps, paint national flags. Learn folk songs and stories from other cultures.
- p. 236: Meeting Individual Needs (Language Arts)—Write letters of welcome to new immigrants. Suggest ways to make friends and fun things to do in the community. Research how to become a citizen.

SS3—Time, Continuity, and Change

- Name various resources for constructing the past.

GRADE THREE

Time Lines: 68, 94, 96, 112, 113, 114, 116, 136, 144, 162, 164, 182, 208, 238, 240, 254, 264, 333

Graphs, Charts, and Diagrams: G8, 22, 33, 61, 95, 115, 134, 135, 137, 149, 157, 163, 183, 201, 222, 235, 239, 246, 259, 261, 265, 297, 306, 307, 310, 314, 325, 335, 336

Thinking Skills:

Making Decisions, 92
 Comparing and Contrasting, 160
 Classifying, 216
 Identifying Cause and Effect, 290

Study Skills:

Reading Time Lines, 112
 Reading Bar and Line Graphs, 134
 Using the Library, 190
 Reading Flow Charts, 306

- Trace contributions of ethnic groups to the community’s historical development.

GRADE THREE

Chapter 1, Lesson 1: Looking at a Community, pp. 8-13

Define the term community.
 Identify characteristics that communities have in common.

Activities:

- p. 6B: Make a Welcome Brochure (Language Arts/Art)—Make brochures for newcomers to school.
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Chapter 1, Lesson 2: Communities Across the United States, pp. 16-21

Analyze urban, suburban and rural communities.
 Compare and contrast different types of communities in the United States.
 Describe the relationship between people and their environment in various communities.

Activities:

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Learn about Mexican culture.

Activities:

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Chapter 3, Lesson 2: The Geography of Mesa Verde, pp. 78-81

Explore the geography of the Southwest.

Analyze how geography shaped the culture of the Anasazi.

Activities:

p. 81: Meeting Individual Needs (Language Arts/Art)—Draw pictures of a mesa and Anasazi tools. Write paragraphs that compare the geography, resources and culture of the Plains Indians and Anasazi. Create an illustrated report of one natural resource the Anasazi used.

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Chapter 9, Lesson 4: Immigration Today, pp. 232-236

Discuss immigration to the United States today.

Appreciate the contributions of various cultural groups to the U.S.

Activities:

- p. 234: Expanding the Infographic (Language Arts/Math)—Chart the comparisons between the United States and foreign countries.
- p. 235: Curriculum Connection (Home Ec./Math/Art)—Organize a Cultural Heritage Day. Plan a feast of ethnic foods. Chart “hello” in different languages. Label countries on maps, paint national flags. Learn folk songs and stories from other cultures.
- p. 236: Meeting Individual Needs (Language Arts)—Write letters of welcome to new immigrants. Suggest ways to make friends and fun things to do in the community. Research how to become a citizen.

- Identify historically significant places and individuals.

GRADE THREE**Chapter 1, Legacy: pp. 14-15**

Understand how a community's past can live on in the present.

Activities:

- p. 14: Curriculum Connection (Language Arts)—Consider passing on possessions valued in the past as a legacy.
- p. 15: Curriculum Connection (Art)—Make dioramas of the community.

Chapter 3, Lesson 3: Mesa Verde Long Ago, pp. 82-87

Investigate the Anasazi at Mesa Verde.

Understand how artifacts help us learn about the past.

Activities:

- p. 83: Curriculum Connection (Science)—Brainstorm a list of objects that would help scientists of the future understand how we live.
- p. 85: Curriculum Connection (Art)—Make coil clay pots, the method used by the Anasazi.

Chapter 3, Lesson 4: Mesa Verde Today, pp. 88-91

Understand the importance of national parks.

Understand why it is important to study the past.

Activities:

- p. 90: Field Trip—Visit a history museum to see how Native Americans used natural resources.
- p. 91: Meeting Individual Needs (Math/Art/Language Arts)—Chart different types of artifacts found in books.
Make posters listing rules to protect cliff dwellings. Write for information about other Anasazi dwellings.

Chapter 5, Lesson 3: San Francisco Today, pp. 128-132

Link San Francisco's past communities to its present one.

Analyze how communities are shaped by people and events in their past.

Activities:

- p. 131: Curriculum Connection (Language Arts)—Interview and write about local community heroes.
- p. 131: Field Trip—Visit local workplaces to gather information comparing jobs today with those of the past.

Chapter 7, Lesson 2: Our Nation's Capital Today, pp. 170-175

Compare and contrast Washington, D.C., in the past and present.

Activities:

- p. 174: Curriculum Connection (Art)—Discuss people who have made a difference in the community. Honor the person with a memorial.
- p. 174: Citizenship (Language Arts)—Write letters expressing thoughts about problems facing our country.

Chapter 10, Lesson 1: On the Go, pp. 242-247

Analyze changes in transportation.

Describe the influence of technology on transportation.

Evaluate the effects of transportation on communities in the past and present.

Activities:

- p. 243: Curriculum Connection (Science)—Do an experiment to experience the force of a current as a source of energy.
- p. 244: Curriculum Connection (Math)—Do math problems to find out how fast was that train?
- p. 247: Citizenship (Language Arts/Art)—Make posters encouraging people to use public transportation.

Chapter 10, Lesson 2: Keeping in Touch, pp. 250-255

Explain how advances in communication have brought communities together.

Sequence events in the history of communication.

Activities:

- p. 251: Field Trip—Visit a post office to find out how mail is sorted and processed.
- p. 252: Curriculum Connection (Art/Science)—Make telephones from paper cups and string.
- p. 254: Curriculum Connection (Language Arts)—Make “Age of Edison” time lines showing major inventions.
- p. 255: Meeting Individual Needs (Language Arts/Art)—Make posters showing different forms of communication
from 1800 to the present. Write news articles about inventions that changed communication.

- Place dates and events in chronological sequence.

GRADE THREE

Time Lines: 68, 94, 96, 112, 113, 114, 116, 136, 144, 162, 164, 182, 208, 238, 240, 254, 264, 333

Chapter 4, Study Skills: Reading Time Lines, pp. 112-113

Read a time line to understand the order of historical events.

Activities:

- p. 112: Curriculum Connection (Reading)—Find books that use time lines. List the books in chronological order.
- p. 113: Meeting Individual Needs (Language Arts/Art)—Show the date each colony was founded on a time line.
Make cartoon strips showing the Jamestown events in sequence. Create time lines for own lives.

SS4—Space and Place

- Use a variety of geographical tools to gather and interpret data and draw conclusions about physical patterns.

GRADE THREE

Time Lines: 68, 94, 96, 112, 113, 114, 116, 136, 144, 162, 164, 182, 208, 238, 240, 254, 264, 333

Map and Globe Skills: G5, G9, G10, G11, 6, 10, 23, 25, 33, 34, 40, 51, 53, 57, 58, 59, 61, 69, 73, 79, 89, 97, 99, 106, 117, 120, 126, 133, 145, 147, 165, 167, 171, 176, 179, 184, 187, 209, 211, 225, 237, 241, 243, 249, 251, 257, 272, 275, 279, 293, 298, 302, 319, 322, 329, R4, R5, R6, R8, R10

Graphs, Charts, and Diagrams: G8, 22, 33, 61, 95, 115, 134, 135, 137, 149, 157, 163, 183, 201, 222, 235, 239, 246, 259, 261, 265, 297, 306, 307, 310, 314, 325, 335, 336

- Describe how the physical environment of a community affects the people who live there.
- Define geographic terms of location, places, human-environment interaction, movement, and region.
- Use correct terminology to describe landforms and bodies of water.

GRADE THREE

Locate and identify oceans, rivers, and other major bodies of water, G4, G5, 10, 34, 40, 52, 59, 99, 101, 171, 251, 293, 323, R8

Chapter 1, Geography Skills: Using Map Skills, pp. 22-23

Use map scales to measure real distance between places.

Activities:

p. 23: Meeting Individual Needs (Math)—Find the distance to other communities on maps. Plan two-day bus trips, figure out how many miles would be traveled each day. Make scale maps of the classroom.

Chapter 2, Lesson 1: Our Country's Geography, pp. 36-43

Recognize the diversity of geographical features in the U.S.

Distinguish between weather and climate.

Evaluate the impact of geography on individuals and communities.

Activities:

p. 38: Curriculum Connection (Science)—Investigate why old and new mountains have differently-shaped peaks.

p. 39: Curriculum Connection (Science/Math)—Keep weekly records of precipitation. Study how much it rains in Kauai.

Chapter 2, Geography Skills, Using Intermediate Directions, pp. 50-51

Name the intermediate directions and use them to describe locations.

Activities:

p. 51: Meeting Individual Needs—Plan community trips using cardinal and intermediate directions.

Chapter 2: Geography Skills: Understanding Hemispheres, pp. 58-59

Identify Earth's four hemispheres.

Define the equator.

Activities:

p. 59: Curriculum Connection (Science)—Use a globe and flashlight to show where the sun shines on the earth.

p. 59: Meeting Individual Needs (Art/Language Arts)—Show the 4 hemispheres, continents and

oceans on a clay
model of the Earth.

Chapter 3, Lesson 2: The Geography of Mesa Verde, pp. 78-81

Explore the geography of the Southwest.

Analyze how geography shaped the culture of the Anasazi.

Activities:

p. 81: Meeting Individual Needs (Language Arts/Art)—Draw pictures of a mesa and Anasazi tools. Write paragraphs that compare the geography, resources and culture of the Plains Indians and Anasazi. Create an illustrated report of one natural resource the Anasazi used.

Chapter 4, Lesson 1: The Geography of Jamestown, pp. 98-101

Describe the geography of Jamestown.

Examine how their environment affected the Powhatan and the English.

Activities:

p. 101: Meeting Individual Needs (Art/Language Arts)—Make drawings of how the Powhatan used natural resources. Draw natural resource maps of Chesapeake Bay. Research the Key Places of this lesson.

Chapter 5, Lesson 1: The Geography of San Francisco, pp. 118-121

Describe the geography of San Francisco, California.

Investigate the natural resources of the San Francisco area.

Classify the natural resources by their uses, past and present.

Explain how people can protect the environment.

Activities:

p. 120: Curriculum Connection (Science)—Make “fog” by pouring heated water over a cooled ice tray.

p. 121: Meeting Individual Needs (Language Arts)—Write poetry about a favorite body of water. Draw plans for using a bay surrounding a city. Research sources of water and electric power.

Chapter 10, Geography Skills: Reading Transportation Maps, 248-249

Use a transportation map.

Activities:

p. 249: Meeting Individual Needs—Display and explain how to use transportation maps. Create maps.

SS5—Individual Development and Identity

- Describe influences and contributions of family members on one’s identify.
- Explain how culture influences the development of behavior, attitudes, values, and opinions.

GRADE THREE

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Define the term community.

Identify characteristics that communities have in common.

Activities:

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Analyze urban, suburban and rural communities.

Compare and contrast different types of communities in the United States.

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Activities:

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- p. 20: Curriculum Connection (Music)—Make new verses for songs about transportation.

Chapter 1, Global Connections: A Community in Mexico, pp. 24-29

Learn about Mexican culture.

Activities:

- p. 27: Curriculum Connection (Math/Language Arts/Art)—Solve math problems to determine commute times.
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Chapter 3, Lesson 1: Native American Communities, pp. 70-75

Identify Native Americans as the first inhabitants of North America.

Understand how natural resources shaped Native American communities.

Activities:

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Activities:

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Chapter 9, Lesson 2: Coming to America, pp. 218-223

Understand why the immigrants came to the U.S. in the early 1900's.

Appreciate the contributions of different cultural groups to the U.S.

Activities:

- p. 221: Citizenship (Language Arts/ Art/Music)—Report on areas with distinct cultures. Include examples of music, art, and food.
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Chapter 9, Lesson 3: Moving to Northern Cities, pp. 224-229

Describe the African American migration from the South to the North.

Appreciate African American contributions to the United States.

Understand the role of Martin Luther King, Jr., in U.S. history.

Activities:

p. 228: Curriculum Connection (Art)—Make panels for a mural of “People on the Move” through history.

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Chapter 9, Lesson 4: Immigration Today, pp. 232-236

Discuss immigration to the United States today.

Appreciate the contributions of various cultural groups to the U.S.

Activities:

p. 234: Expanding the Infographic (Language Arts/Math)—Chart the comparisons between the United States and foreign countries.

p. 235: Curriculum Connection (Home Ec./Math/Art)—Organize a Cultural Heritage Day. Plan a feast of ethnic foods. Chart “hello” in different languages. Label countries on maps, paint national flags. Learn folk songs and stories from other cultures.

p. 236: Meeting Individual Needs (Language Arts)—Write letters of welcome to new immigrants. Suggest ways to make friends and fun things to do in the community. Research how to become a citizen.

SS6—Individuals, Groups, and Institutions

- Describe how the individual contributes to the group.
- Identify and describe examples of why tension exists between individuals and groups.
- Apply knowledge of how groups and institutions meet individual needs and promote the common good.

GRADE THREE

Chapter 5, Citizenship: Making a Difference, pp. 133

Understand that in a community project, each person makes a difference.

Activities:

p. 133: Citizenship (Language Arts/Art)

- Research organizations that help people in the community.
- Write letters to EARS or other help organizations to get more information.
- Make posters, flyers, and displays using the information gathered from research.

Chapter 8, Lesson 2: Citizens in Action, pp. 192-199

Recognize citizens' responsibilities to the community.

Identify community leaders who make a difference.

Understand the significance of voting and elections.

Activities:

p. 193: Citizenship (Language Arts/Health)—Do volunteer work for national organizations, invite speakers to visit.

p. 194: Curriculum Connection (Language Arts)—Interview people who do volunteer work.

p. 195: Curriculum Connection, Citizenship (Math)—Count the members of class and compute a majority vote. Fill out sample ballots.

p. 195: Field Trip – Decide on issues to discuss at a visit to City Hall. Invite an official to visit the classroom.

SS7—Production, Distribution, and Consumption

- Give examples of how goods are made, bought, sold, distributed, and used in an economic system.
- Differentiate between goods and services and categorize some examples.
- Explain the concept of supply and demand and the division of labor.

GRADE THREE

Chapter 11, Lesson 1: Jobs and Money, pp. 274-278

Investigate the human resources of a community.

Explain why people earn, save, and spend money.

Explain the interdependence of people and products in a community.

Activities:

- p. 277: Field Trip—Visit a bank to see how money is processed.
- p. 278: Meeting Individual Needs (Language Arts/Math)—Write stories about Elissa. Plan to earn and save money.
- p. 279: Citizenship (Language Arts)—Research companies that donate profits to worthy causes.

Chapter 11, Lesson 2: People at Work, pp. 280-289

Describe different ways people make a living.

Explain how technology influences the way people make a living.

Understand that people need to work together to do their jobs.

Activities:

- p. 283: Curriculum Connection (Science)—Research the use of a scanner in designing and editing.
- p. 284: Expanding the Infographic (Language Arts)—Create displays of people in the community and quotes about their jobs.
- p. 288: Curriculum Connection (Language Arts)—Interview neighbors about their jobs.
- p. 289: Meeting Individual Needs (Art/Language Arts)—Draw family members caring for homes and tools.

Chapter 11, Global Connections: Life in Japan, pp. 292-295

Understand how technology has influenced the way people in Japan make a living.

Activities:

- p. 294: Curriculum Connection (Art)—Make Origami
- p. 295: Meeting Individual Needs (Art/Language Arts)—Draw pictures of contemporary Japan. Make presentations of Japanese cars or electronics.

Chapter 12, Lesson 1: On the Farm, pp 300-305

Identify natural, human, and technological resources in farming.

Discuss specialized farming.

Describe how technology has influenced farming in the U.S.

Activities:

- p. 302: Curriculum Connection (Health)—Grow whole wheat from seeds.
- p. 305: Meeting Individual Needs (Math/Science)—Work with Desk Maps. Make calendars of what happens on a farm. Research farm technology.

Chapter 12, Lesson 2: Mining the Land, pp. 308-311

Distinguish between renewable and nonrenewable natural resources.

Understand how mining provides access to mineral resources.

Distinguish between public and private property.

Activities:

- p. 311: Meeting Individual Needs—Make charts of products and the resources used to make them. Make illustrated flow charts showing gold from mining to jewelry. Research state regulations concerning natural resources.

Chapter 12, Lesson 3: On the Assembly Line, pp. 312-318

Understand that an assembly line is an example of division of labor.

Examine how technology has changed manufacturing.

Compare and contrast different kinds of manufacturing.

Activities:

- p. 313: Curriculum Connection (Art)—Thread colored beads on strings to show how assembly lines speed up production.

- Explain the need for the development of a budget.

GRADE THREE

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SS8—Power, Authority and Governance

- Explain why government is necessary in the classroom, school, community, state, and nation.
- Identify and describe the basic features of local and state political systems to include officials and their roles.

GRADE THREE

Chapter 6, Lesson 2: Our First President, pp. 154-159

Understand the role of George Washington in U.S. history.

Appreciate the significance of the Constitution.

Describe the three branches of the national government.

Activities:

- p. 158: Curriculum Connection (Language Arts/Drama)—Debate issues, act as Supreme Court justices, and render verdicts.
- p. 161: Background Information (Language Arts/Math)—Use graphic organizers to organize information.

Chapter 6, Lesson 1: Ben Franklin and Philadelphia, pp. 146-151

Evaluate Philadelphia's place in U.S. history.

Describe Benjamin Franklin's contributions to his community and country.

Discuss the American Revolution and the Declaration of Independence.

Activities:

p. 148: Curriculum Connection (Writing/Drama)—Write about a past event. Play charades using sayings from Franklin's Almanacs.

p. 149: Curriculum Connection (Science)—Make inventions.

Chapter 7, Lesson 1: A Capital for the U.S.A., pp. 166-169

Understand how Washington, D.C. became our nation's capital.

Identify the people who built our capital.

Describe life in Washington, D.C., in 1800.

Activities:

p. 169: Meeting Individual Needs (Art/Language Arts)—Design commemorative stamps. Make time lines of Key People from the lesson. Research why specific capital cities were chosen.

Chapter 7, Lesson 2: Our Nation's Capital Today, pp. 170-175

Compare and contrast Washington, D.C., in the past and present.

Describe places of interest in our nation's capital.

Appreciate what our capital city represents to people.

Activities:

p. 174: Curriculum Connection (Art)—Discuss people who have made a difference in the community. Honor the person with a memorial.

p. 174: Citizenship (Language Arts)—Write letters expressing thoughts about problems facing our country.

Chapter 8, Lesson 1: Community Government, pp. 186-189

Identify the basic functions of state and local governments.

Understand why all communities have governments and laws.

Discuss the need for law enforcement.

Activities:

p. 187: Curriculum Connection (Language Arts)—Research the names and titles of state and local officials. Make government family trees.

p. 187: Field Trip (Movement/Math)—Walk around the neighborhood. Categorize signs according to their function.

p. 188: Citizenship (Language Arts/Drama)—Debate pros and cons, then make a town decision. Collect articles about local officials. Make a scrapbook called *Local Leaders at Work*. In research teams, chart the forms and the responsibilities of each kind of government.

Chapter 8, Lesson 2: Citizens in Action, pp. 192-199

Recognize citizens' responsibilities to the community.

Identify community leaders who make a difference.

Understand the significance of voting and elections.

Activities:

p. 193: Citizenship (Language Arts/Health)—Do volunteer work for national organizations, invite speakers to visit.

- p. 194: Curriculum Connection (Language Arts)—Interview people who do volunteer work.
- p. 195: Curriculum Connection, Citizenship (Math)—Count the members of class and compute a majority vote. Fill out sample ballots.
- p. 195: Field Trip – Decide on issues to discuss at a visit to City Hall. Invite an official to visit the classroom.

SS9—Science, Technology, and Society

- List examples in which science and technology have led to changes in the physical environment.
- Describe ways to control technology in order to protect the physical environment.
- Explain how technology affects society.

GRADE THREE

Chapter 2, Lesson 2: Caring for Our Natural Resources, pp. 46-49

Identify and classify our country's natural resources.

Understand the importance of conserving natural resources.

Explain how people can protect the environment.

Activities:

p. 48: Field Trip—Visit a recycling center. Note how trash is separated. Tell what natural resource was used to make each item.

p. 48: Curriculum Connection (Science)—Make recycled paper.

p. 49: Meeting Individual Needs (Art/Science)—Make posters showing the ways people use natural resources.

Identify environmental problems and propose solutions.

Chapter 2, Global Connections: A Fishing Community in Peru, pp. 52-56

Describe natural resources in Paracas, Peru.

Explain how people in Paracas are affected by their environment.

Recognize that people are responsible for protecting natural resources.

Activities:

p. 55: Expanding the Infographic (Science)—“Adopt” one of the endangered species in the text.

p. 56: Meeting Individual Needs (Art/Math)—Make posters of natural resources in Paracas.

Make charts

comparing Paracas with another community. Research how natural resources are important to other South

American communities.

Chapter 2, Citizenship: Making a Difference, p. 57

Recognize that people can work together to improve the environment.

Activities:

p. 57: Citizenship (Writing/Science)—Write letters to inquire about the water quality of local waters.

Chapter 10, Lesson 1: On the Go, pp. 242-247

Analyze changes in transportation.

Describe the influence of technology on transportation.

Evaluate the effects of transportation on communities in the past and present.

Activities:

- p. 243: Curriculum Connection (Science)—Do an experiment to experience the force of a current as a source of energy.
- p. 244: Curriculum Connection (Math)—Do math problems to find out how fast was that train?
- p. 247: Citizenship (Language Arts/Art)—Make posters encouraging people to use public transportation.

Chapter 10, Lesson 2: Keeping in Touch, pp. 250-255

Explain how advances in communication have brought communities together.

Sequence events in the history of communication.

Activities:

- p. 251: Field Trip—Visit a post office to find out how mail is sorted and processed.
- p. 252: Curriculum Connection (Art/Science)—Make telephones from paper cups and string.
- p. 254: Curriculum Connection (Language Arts)—Make “Age of Edison” time lines showing major inventions.
- p. 255: Meeting Individual Needs (Language Arts/Art)—Make posters showing different forms of communication from 1800 to the present. Write news articles about inventions that changed communication.

Chapter 11, Lesson 2: People at Work, pp. 280-289

Describe different ways people make a living.

Explain how technology influences the way people make a living.

Understand that people need to work together to do their jobs.

Activities:

- p. 283: Curriculum Connection (Science)—Research the use of a scanner in designing and editing.
- p. 284: Expanding the Infographic (Language Arts)—Create displays of people in the community and quotes about their jobs.
- p. 288: Curriculum Connection (Language Arts)—Interview neighbors about their jobs.
- p. 289: Meeting Individual Needs (Art/Language Arts)—Draw family members caring for homes and tools.

SS10—Global Connections

- Explain the needs of one community and show how other communities meet those needs.
- Identify the unique resources of communities around the world.
- Identify basic needs common to all individuals.
- Describe ways the community is connected to the world.

GRADE THREE**Chapter 1, Global Connections: A Community in Mexico, pp. 24-29**

Learn about Mexican culture.

Compare urban, suburban, and rural communities in Mexico and the U.S.

Describe how communities change over time.

Activities:

- p. 27: Curriculum Connection (Math/Language Arts/Art)—Solve math problems to determine commute times.
- Make a book to focus on changes in the community during the last century.

p. 28: Curriculum Connection (Science)—Investigate how air quality varies from place.

Chapter 2, Lesson 2: Caring for Our Natural Resources, pp. 46-49

Identify and classify our country's natural resources.

Understand the importance of conserving natural resources.

Explain how people can protect the environment.

Activities:

p. 48: Field Trip—Note how trash is separated at a recycling center. Tell what natural resource was used to make it.

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Chapter 2, Global Connections: A Fishing Community in Peru, pp. 52-56

Describe natural resources in Paracas, Peru.

Explain how people in Paracas are affected by their environment.

Recognize that people are responsible for protecting natural resources.

Activities:

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comparing Paracas with another community. Research how natural resources are important to other South American communities.

Chapter 7, Global Connections: A Capital in Senegal, pp. 178-181

Describe the capital city of Senegal.

Compare and contrast Dakar with Washington, D.C.

Explain the relationship of sister cities.

Activities:

p. 180: Curriculum Connection (Music)—Demonstrate on a xylophone the African “call and response” pattern.

p. 181: Meeting Individual Needs (Language Arts)—List things countries could learn from each other. Write letters

from Damian to and from Abdoulaye. Research the challenges that new countries face.

Chapter 10, Global Connections: A Tunnel in Europe, pp. 256-261

Describe the impact of the English Channel Tunnel on England and France.

Activities:

p. 258: Curriculum Connection (Science)—Investigate why tunnel walls are curved rather than straight.

p. 260: Curriculum Connection (Art)—Draw islands, arrange them on the floor, and debate the pros and cons of linking islands.

p. 261: Meeting Individual Needs (Language Arts)—Write newspaper headlines about the English Channel Tunnel.

Create an advertisement for *Le Shuttle* or *Eurostar*. Compare trains of today and from the past.

Chapter 11, Lesson 1: Jobs and Money, pp. 274-278

Investigate the human resources of a community.

Activities:

- p. 277: Field Trip—Visit a bank to see how money is processed.
- p. 278: Meeting Individual Needs (Language Arts/Math)—Write stories about Elissa. Plan to earn and save money.
- p. 279: Citizenship (Language Arts)—Research companies that donate profits to worthy causes.

Chapter 11, Global Connections: Life in Japan, pp. 292-295

Describe how people live and work in Japan.

Understand how technology has influenced the way people in Japan make a living.

Activities:

- p. 294: Curriculum Connection (Art)—Make Origami
- p. 295: Meeting Individual Needs (Art/Language Arts)—Draw pictures of contemporary Japan. Make presentations of Japanese cars or electronics.

Chapter 12, Global Connections: Partners in Trade, pp. 320-323

Investigate domestic and international trade.

Distinguish between imports and exports.

Understand the interdependence of people and products in the world.

Activities:

- p. 322: Expanding the Infographic—Role-play a world-trade meeting.