**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): <http://www.tncore.org/english_language_arts.aspx>  | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| Student Achievement Partners Text Complexity Collection: <http://achievethecore.org/page/642/text-complexity-collection>  | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder>  | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| Student Achievement Partners Text-Dependent Questions Resources:<http://achievethecore.org/page/710/text-dependent-question-resources>  | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| Student Achievement Partners Text Set Projects Sequenced: <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction>  | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection. For more information about the definition of each strand go to: <http://tn.gov/education/standards/social_studies/std_ss_coding_document.pdf>
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column (coded in green), as well as sample integrated ELA lesson plans at the end of each quarter.
* A “Tool Kit” of resources can be found on the last page. This section identifies resources found within the document, as well as some additional avenues of information. For a comprehensive list of resources for grades K-5 visit our resources website: <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**<https://www.wida.us/standards/ELP_standardlookup.aspx>**Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.**  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Example: Reading “Historical Events, Figures and Leaders” |  |  |  |  | Example: Reading“Artifacts from the Past” |  |  |  |  |
| **Entering:**Match examples of historical events with illustrations and labels | **Beginning:**Identify features, people, or events depicted in illustrations and phrases | **Developing:**Compare/contrast different time periods or people using graphic organizers and sentences | **Expanding:**Interpret effects of historical events on people's lives during different time periods using graphic organizers and text | **Bridging:**Detect trends based on historical events or people's actions using grade-level text | **Entering:**Match labeled pictures with illustrated artifacts of the past | **Beginning:**Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases | **Developing:**Compare/contrast information about artifacts of the past from illustrated text | **Expanding:**Summarize information about artifacts of the past from illustrated text | **Bridging:**Interpret implicit information about artifacts of the past from illustrated text |

**A Word About Vocabulary Instruction**

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

**Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**Grade 3 Pacing Guide**

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| --- | --- | --- | --- | --- |
| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-5 | Geography – Environment* Maps, globes, continents, physical features landforms, rivers, scarcity, regions
* Products, natural resources, related to regions, interactions of people with their environment, and unique weather events
 |  | Weeks 1-4 | Europe* Diversity and its contributions to the culture, history of the region, major countries, physical features, scarcity, major imports and exports, compare and contrast monarchy and democracy
 |
| Weeks 6-9 | North America* Interpret culture, physical features summarize the history, location of regions and countries, goods and services, import vs. exports, and natural resources
 |  | Weeks 5-6 | Antarctica* Diversity and its contributions to the culture, history of the region, major countries, physical features, scarcity, major imports and exports, impact of people on the environment, McMurdo Station
 |
|  |  |  | Weeks 7-9 | Australia* Culture and History of the region and people, major countries, physical features, scarcity of the region, government, imports and exports, and economics, Great Barrier Reef, New Zealand, Ayers, Rock, Tasmania
 |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-5 | North America* Culture, language, clothing, beliers, map features, timelines, historical people inventors/inventions, purpose of government, three branches of government, Constitutions
 |  | Weeks 1-3 | Asia* Major components of history and culture, story, major countries of the continent, major physical features, imports and exports, how supply and demand affect prices of products
 |
| Weeks 6-9 | South America* Describe the history and culture of South America, Identify the major countries and physical features, scarcity, imports and exports, compare and contrast types of government
 |  | Weeks 4-6 | Africa* Major components of history and culture, African folk tale, major countries, major exports and imports, natural resources, scarcity around specific regions, Monarchy (Kings) of Africa and Africa in April
 |
|  |  |  | Weeks 7-9 | Tennessee* History and culture, major historical people, inventors, or inventions. History of Blues in Memphis, major exports and imports, natural resources, scarcity around specific regions, and Memphis Celebrations such as Memphis in May.
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|  **State Standards** | **Guiding Questions/Vocabulary****Tier 2 & 3**  | **Instructional Activities & Resources** |
| --- | --- | --- |
| **North America – Government/History****Weeks 1-5** |
| **3.14** Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. **(C, H)****3.15** Use information gained from timelines, primary source, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions areas follow: *Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events.***3.16** Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C,G,H,P,TN) Suggestions are as follows: *Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O’Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama***3.17** Compare and contrast a primary source and secondary source of the same event or topic **(C,H)****3.28** Discuss the structure and purpose of government. (P)**3.29** Compare and contrast the national governments of Canada, Mexico, and the United States. (P)**3.30** Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P, TN) | **Guiding Questions****3.14** What is culture, and how does it affect where you live, and why is it such a valued component to human existences? How do stories, legends, and the arts serve as expressions of cultural traditions?*I can describe major components of my culture and others.***3.15** How can information from timelines help to identify major historical events and patterns in North America?*I can use information from timelines to identify major historical events in North America.***3.16** How can the story of another American, past or present, influence your life?*I can summarize the history of North Americans that have influenced changes in our country.***3.17** How can a primary source and a secondary source differ on an event or a topic? How is it possible for different people to interpret an event differently? *I can examine primary and secondary sources for contradictions.***3.28** Why do people need governments, and how does our government work? What are the three branches of the government and how does it work?*I can explain what a government is, and why it is important to its citizens.***3.29** How do the governments of Canada and Mexico differ from the United States?*I can explain the differences and similarities in Canada’s and Mexico’s government and my own.*What is the Constitution? What influence does this document have on decisions made by governments today?**3.30** How is the Tennessee Constitution like the US constitution?*I can explain the influence of the US constitution and the Tennessee Constitution.***Content Vocabulary (Tier 3)**Boycott, civil rights, congress, constitution, desegregation government, government service, human rights, inventions, inventors laws, President, Vice-President, supreme court, taxes, timeline, tradition, customs, rights**Academic Vocabulary (Tier 2):**Volunteer, responsibility, principle, source**(See Vocabulary Strategies on p. 5)** | **Instructional Resources****3.14** Discuss with students the meaning of cultures and how cultures are passed down from generation to generation. Have small groups make a list or poster of different races/areas, and different cultures within their own groups. Have each group share different ideas that their team listed as a part of culture and include which race/area the culture is from. **(ELA 3. IT.7), (ELA.3.SL.1)**[Discovery Education Video on Culture and Beliefs](http://app.discoveryeducation.com/player/view/assetGuid/65F32E24-8F96-4EF2-97CD-E22958574640) <http://www.readworks.org/passages/north-america-continent-north-america> Houlton Mifflin Many Regions One World pages 6-35**3.15** Assign small teams certain time periods showing historical events in North America. Have teams create a timeline of events showing historical events that shaped North America and present to others in class. Display timelines from beginning to end. Compare and contrast Mayan Culture, Aztec Culture, Colonial America and The American Revolution to current events. **(ELA.3.SL.1) (ELA 3.W.7)**[**http://libertyskids.com/archive.html**](http://libertyskids.com/archive.html)[**http://www.historyforkids.org**](http://www.historyforkids.org/learn/northamerica/after1500/)Donyall Dickey Informational Text Resources: Standard 3.7 – *Valley Forge Encampment*Donyall Dickey Informational Text Resources: Standard 3.8 -*The Great Depression***3.16** Assign students or groups an historical figure/inventor in North America, and have students research and create a timeline of important events in the life of that person. Create a paper doll historical figure and write a short speech about the figures’ life to present to class.**(ELA 3.W.1) (ELA.3.SL.1) (ESL 3.SL.3) ( ELA 3.W.6)**[http://www.freedomshrine.com](http://www.freedomshrine.com/historical-american-figures.php) <http://gardenofpraise.com/leaders.htm> [http://www.kidinfo.com](http://www.kidinfo.com/American_History/Famous_Historical_People.htm)Houlton Mifflin Many Regions One World pages 186-205Donyall Dickey Informational Text Resources: Standard 3.3 – Cesar Chavez**2.2, 2.6** Students will make a map of Tennessee and color code the tribes that lived in Tennessee.**3.17** As a class brainstorm a list of events that students can remember during their life time, or choose an event from the past few years that contributed to changes in North America.Have students compare resources making a list of differences and similarities between both sources, and discuss how the sources are the same, and how they are different depending on if the source is a primary or a secondary source. **(ELA 3.R IT.7) ( ELA 3.W.6)**  <http://libertyskids.com/archive.html>[http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-](http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~/media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx) [Resources/~/media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx](http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~/media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx)**3.28** Create a 3 tab foldable describing the duties and member of the three branches of the government.**3.28** As a class, make a list of things a government should do for the people. Have students choose one thing and write a persuasive paragraph that explains why it is important to the citizens of North America. **(ELA.3.SL.1) (ELA 3. RIT.3)**Have the students form the branches of the government and create a bill they want passed in the classroom. Have students write, pass, and vote on the bill. When finished, have students create a flow chart showing how a bill is passed in North America. <http://kids.usa.gov/government/index.shtml><http://bensguide.gpo.gov/> [http://www.congressforkids.net](http://www.congressforkids.net/Constitution_threebranches.htm)<http://www.kidsdiscover.com/shop/issues/constitution-for-kids/> Houlton Mifflin Many Regions One World pages 152-174**3.29** Use Venn- Diagrams and work in small groups to compare and contrast the national governments of Canada, Mexico and the United States.**(ELA 3.R IT.7) (ELA 3.RIT.9) (ELA 3.SL.1)**<http://www.kidsturncentral.com/links/canpollinks.htm> [http://vlc.ucdsb.ca/content.php?pid=378623&sid=3102519](http://vlc.ucdsb.ca/content.php?pid=378623&amp;sid=3102519) <http://www.ducksters.com/geography/country/mexico.php> <http://www.everyculture.com/Ma-Ni/Mexico.html>**3.30** Place students in small group and give a section of the Preamble to each group. Have the group discuss what their section means, why it is important, and how it affects their personal rights. After they have discussed their part, the students work within their group to create a skit to present to the class, about what their part means today. **(ELA 3.R IT.7) (ELA 3.RIT.9) (ELA 3.SL.1)**  <http://const4kids.forums.commonground13.us/?p=19>[http://www.usconstitution.net for kids](http://www.usconstitution.net/constkids4.html) <http://kids.laws.com/preamble-of-the-constitution> [http://www.tnhistoryforkids.org](http://www.tnhistoryforkids.org/civics/i_2)Other Resources:Houghton Mifflin *Social Studies Tennessee: Many Regions, One World* (2009)*The Day I Swapped My Dad for Two Goldfish* written by Neil GaimanNorth America by Michael and Jane PeluseyNorth America by Helen Bateman and Jayne DenshireIn 1492 by Jean Marzollo<http://www.readworks.org/passages/our-world>[TN Electronic Library](http://www.tntel.tnsos.org/)[Watch Know Learn](http://www.watchknowlearn.org/)[Interactive Sites/Weebly](http://interactivesites.weebly.com/)[www.timeforkids.com](http://www.timeforkids.com/)[www.scholastic.com](http://www.scholastic.com/)<http://havefunwithhistory.com/> |
| **South America****Weeks 6-9** |
| **3.31** Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.(C, H)**3.32** Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P)**3.33** Identify on a map major countries of the continent (Brazil, Colombia, Cuba, Peru, and Argentina).(G, O)**3.34** Identify major physical features of the continent* Rivers - Amazon
* Mountains - Andes
* Bodies of Water - Straits of Magellan, Lake Titicaca
* Landforms - Caribbean Islands, Galapagos Islands

**3.35** Identify examples of scarcity in and around specific regions.(E, G)**3.36** Interpret a chart, graph, or resource map of major imports and exports.**3.37** Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)**3.38** Summarize the differences between a dictatorship and democratic forms of government. (P) | **Guiding Questions****3.31** What are the characteristics and culture with South American natives?*I can research major components of South American history.***3.32** What are some major events, inventions, inventors, artist, writers, and political figures of South America?*I can relate some major events, and people from South America.***3.33 What** are the major countries in South America?I can identify major countries of South America.**3.33** What are the major countries in South America?I can identify major countries of South America.**3.34** What are some of the major physical features of South America?*I can identify major physical features of South America***3.35** What are some examples of scarcity in and around South America?*I can define and give examples of scarcity in and around specific regions in South America.***3.36** What are some imports and exports from South America? What is the Panama Canal and how does it benefit imports and exports today? *I can give examples of imports and exports from South America.***3.37** How does the climate in a region affect the supply of a natural resource?I can explain how weather forces and environment can change supply and demand. **3.38** How have the governments of Latin America changed over time, and how are they organized today? What is the difference between dictatorship and democracy?*I can summarize the difference between dictatorship and democratic forms of government.* **Content *Vo*cabulary (Tier 3)**: culture, isthmus, Christopher Columbus, Inca empire, slavery importation, Rio de Janeiro, colonization, mestizo, industry, merchant, urban, suburban, rural, longitude, latitude, primary sources, secondary sources, weapons, landforms, physical map, rivers, mountains, oceans, lakes, deserts, scarcity, import and export, goods, services, supply and demand, barter, consumer, producer, agriculture, industry, natural resource, finished product, human resources, capital resources, assembly line, trade, manufacturing, dictatorship, democracy, Cuban Revolution**Academic Vocabulary (Tier 2):** Scarcity, shortage, resources***Academic Vocabulary strategy***: Build oral vocabulary and fluency through read alouds/Close reading activity**(See Vocabulary Strategies on p. 5)** | **Sample Instructional Activities****3.31** Research facts from South American History, major parts of their culture, clothing, customs, and music. Create a brochure of South America and include facts about its history and culture. **(ELA 3.RI.9) ( ELA 3.W.2) (ELA 3.W.7)**[**www.historyforkids.org/learn/southamerica**](http://www.historyforkids.org/learn/southamerica)[**http://www.ducksters.com/geography/southamerica.php**](http://www.ducksters.com/geography/southamerica.php)[**http://www.southamericaliving.com**](http://www.southamericaliving.com/fun-facts-about-south-america-quiz-for-kids/)[**travel.nationalgeographic.com/.../continents/south-america**](file:///C%3A%5CUsers%5CShyrll%5CDesktop%5CSCS%20curricululm%5Ctravel.nationalgeographic.com%5C...%5Ccontinents%5Csouth-america)[**http://app.discoveryeducation.com**](http://app.discoveryeducation.com/player/view/assetGuid/C124285B-F109-47FC-91A2-F70F8A89B8D2)**3.32** Look at timelines that show exploration and expansion of countries in South America. Have pairs choose an event, or a person that is important to South America, and research information about the event. Have each group present their portion, and display as a timeline to use throughout unit on South America.. **(ELA 3.RIT.9) ( ELA 3.W.2) (ELA 3.W.7) ( ELA 3.SL.4)**[**www.historyforkids.org/learn/southamerica**](http://www.historyforkids.org/learn/southamerica)[**http://www.timemaps.com/history/south-america-2005ad**](http://www.timemaps.com/history/south-america-2005ad)[**http://www.worldatlas.com/webimage/countrys/satimeln.htm**](http://www.worldatlas.com/webimage/countrys/satimeln.htm)[**http://www.timetoast.com/timelines/early-history-of-south-america**](http://www.timetoast.com/timelines/early-history-of-south-america)**3.33, 3.34** Create a map of South America and label:  **(ELA 3.W.7)*** Major cities, Brazil, Colombia, Cuba, Peru, and Argentina.
* Rivers
* Mountains
* Bodies of Water
* Landforms

[**http://www.mapsofworld.com/south-america/countries.html**](http://www.mapsofworld.com/south-america/countries.html)[**http://www.ducksters.com/geography/southamerica.php**](http://www.ducksters.com/geography/southamerica.php)**3.35** Write a reflective piece on water scarcity in Bolivia or the food shortage in Venezuela. **(ELA 3.W.1) (ELA 3.W.1)**<http://blog.nature.org/conservancy/2014/05/22/challenge-in-sao-paulo-overcoming-water-scarcity-in-south-americas-largest-city/><http://www.wsws.org/en/articles/2008/04/food-a25.html>**3.36** Compare and Contrast different graphs on natural resources, and major imports and exports from South America.Make a class list of imports and exports.Have students fold drawing paper into eight squares and illustrate four imports and four exports of South America. **(ELA 3. RI.1) (ELA 3. RIT.3) (ELA 3. RIT 5)**[**http://education.nationalgeographic.com**](http://education.nationalgeographic.com/education/encyclopedia/south-america-resources/?ar_a=1)[**http://www.economywatch.com/world\_economy/colombia/export-import.html**](http://www.economywatch.com/world_economy/colombia/export-import.html)[**http://kids.nationalgeographic.com/explore/countries/panama/**](http://kids.nationalgeographic.com/explore/countries/panama/)[**http://www.pancanal.com/eng/persona/k/**](http://www.pancanal.com/eng/persona/k/)**3.37** Watch video of coffee beans being harvested. Discuss in small groups what types of weather forces, or climate changes would change the prices of coffee as an export for South America. Fold a sheet of drawing paper into two parts. On one side draw a comic strip that shows people who want to buy coffee when the supply is low but the demand is high, and on the other side draw a comic strip that shows people who want to buy coffee when the supply is high, but the demand is low.  **(ELA 3.SL.3) (ELA.3.L.7)**[**http://videos.howstuffworks.com**](http://videos.howstuffworks.com/discovery/35553-howstuffworks-show-episode-8-hand-picking-coffee-video.htm)[**http://bizkids.com/clip/supply-and-demand**](http://bizkids.com/clip/supply-and-demand) **3.38** As a class, use a Venn diagram or a “T” chart to show differences between a dictatorship and a democratic form of government. Fold a sheet of paper in half and draw an example of a dictatorship on one side and a democratic form of government on the other. **(ELA 3.SL.3) (ELA.3.L.7)**<http://www.differencebetween.net/miscellaneous/politics/difference-between-dictatorship-and-democracy/>**Passages for Close Reads are available below…**[www.ReadWorks.org](http://www.ReadWorks.org)The Differences Between Maps and Globes[www.scholastic.com/play/prestates.htm](http://www.scholastic.com/play/prestates.htm)<http://www.eduplace.com/>Information of the continents can be found in the links below:(Maps, Pictures, News and Geography Facts) **Resources:*** *South America* by Myra Weatherly
* *South America* by Helen Bateman and Jayne Denshire.
* <http://exchange.smarttech.com/>
* <http://tntel.tnsos.org>
* <http://www.readworks.org/passages/our-world>
* [TN Electronic Library](http://www.tntel.tnsos.org)
* [Watch Know Learn](http://www.watchknowlearn.org/)
* [www.timeforkids.com](http://www.timeforkids.com)
* [www.scholastic.com](http://www.scholastic.com)
* <http://havefunwithhistory.com/>
* <http://www.history.com/videos>
* <http://www.tnhistoryforkids.org/videos>
 |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** |
| **Sample Lesson/Sample Tasks & Writing Activities**Have students write a persuasive piece on which form of government they would prefer to lead or be a part of and have them explain with details**. (ELA. 3.W.1)** SL 1.4 Describe people, places, and events with details/express ideas and feelings clearly.* Have students brainstorm words to describe freedom. Then have them create a poem about freedom. (Have them reference dictatorship and democracy within the poem to show true understanding of the terms.) **(ELA. 3.W.1)**
* Read Article *North America Diversity* (Readworks.com) and answer questions in small groups. Have students write an informative paragraph about diversity in North America. Share with class. **(ELA 3.W.2), (ELA.3.SL.1)**
* Use the writing prompt *The Best Thing About Living in the United States Is*….. and have children create an opinion piece on their feelings and ideas. Share with class. **(ELA.3.RIT.2)** **(ELA 3.W.1), (ELA.3.SL.6)**
 | *South America* by Helen Bateman and Jayne Denshire. Write an essay comparing living in South America and living in the United States using three interesting facts from the book.RI.1.5 Know and use text features to locate facts or information.  | **Fluency: Reading Aloud:**With a partner, read selections in *Around the Word in Third Grade, A Tennessee History for Kids Booklet* RI.1.7 Use illustrations and details to describe key ideas |

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| **Additional Resources**  |
| **CULTURE & BELIEFS** <http://www.discoveryeducation.com/> **NORTH AMERICA**<http://www.readworks.org/passages/north-america-continent-north-america> <http://libertyskids.com/archive.html> <http://www.freedomshrine.com/historical-american-figures.php> <http://gardenofpraise.com/leaders.htm> <http://www.historyforkids.org/learn/northamerica/after1500/> <http://www.kidinfo.com/American_History/Famous_Historical_People.htm> [http://www.georgewbushlibrary.smu.edu/Teachers/Classroom- Resources/~/media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx](http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-%20Resources/~/media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx) <http://kids.usa.gov/government/index.shtml> <http://bensguide.gpo.gov/> <http://www.congressforkids.net/Constitution_threebranches.htm> <http://www.kidsdiscover.com/shop/issues/constitution-for-kids/> <http://www.kidsturncentral.com/links/canpollinks.htm> <http://vlc.ucdsb.ca/content.php?pid=378623&sid=3102519> **MEXICO**<http://www.ducksters.com/geography/country/mexico.php> <http://const4kids.forums.commonground13.us/?p=19> <http://www.usconstitution.net/constkids4.html> <http://kids.laws.com/preamble-of-the-constitution> <http://www.everyculture.com/Ma-Ni/Mexico.html> <http://www.historyforkids.org/learn/southamerica/> **SOUTH AMERICA** <http://www.ducksters.com/geography/southamerica.php> <http://www.southamericaliving.com/fun-facts-about-south-america-quiz-for-kids/> <http://travel.nationalgeographic.com/continents/south-america>  | **OUR WORLD**<http://www.readworks.org/passages/our-world> <http://www.tntel.tnsos.org/> <http://interactivesites.weebly.com/> <http://www.timeforkids.com/> <http://www.scholastic.com> **CONSTITUTION** <http://www.tnhistoryforkids.org/civics/i_2> <http://www.timemaps.com/history/south-america-2005ad> <http://www.worldatlas.com/webimage/countrys/satimeln.htm> <http://havefunwithhistory.com/> <http://www.mapsofworld.com/south-america/countries.html> <http://www.timetoast.com/timelines/early-history-of-south-america> <http://blog.nature.org/conservancy/2014/05/22/challenge-in-sao-paulo-overcoming-water-scarcity-in-south-americas-largest-city/> <http://www.wsws.org/en/articles/2008/04/food-a25.html> <http://education.nationalgeographic.com/education/encyclopedia/south-america-resources/?ar_a=1> <http://www.economywatch.com/world_economy/colombia/export-import.html> <http://kids.nationalgeographic.com/explore/countries/panama/> <http://www.pancanal.com/eng/persona/k/> <http://videos.howstuffworks.com/discovery/35553-howstuffworks-show-episode-8-hand-picking-coffee-video.htm> <http://bizkids.com/clip/supply-and-demand> <http://www.differencebetween.net/miscellaneous/politics/difference-between-dictatorship-and-democracy/> <http://exchange.smarttech.com/#tab=0> <http://www.history.com/topics> <http://www.worldbookonline.com/kids/home> <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm> <http://bensguide.gpo.gov/>  |