

3rd Grade Social Studies
The TEKS Explained
2009-2010

First Nine Weeks August 24 - October 16 (38 days)

Week One: Maps and Globes

TEKS 5ACD

- Understand and explain how a map and a globe are alike and different (*Refer to pages H9-H10 in social studies textbook.*)
 - Map: a drawing showing features of an area
 - Globe: a round model of the Earth
- Identify parts of a map including the compass rose, map key, and symbols. (*Refer to page H11 in social studies textbook.*)
 - Compass rose: a pointer that shows the cardinal directions; may also show intermediate directions
 - Map key: tells what the symbols on a map stand for
 - Symbols: small drawings or a colors that stands for something on the map
- Label and/or construct a compass rose.
- Understand terms: cardinal directions and intermediate directions. (*Refer to pages 98-99 in social studies textbook.*)
 - Cardinal directions: north, south, east, and west
 - Intermediate directions: northeast, northwest, southeast, and southwest
 - Do "Use Intermediate Directions" activity on p98-99,
- Use compass rose, map key, and symbols to locate places on maps.
- IFA 1-5

United Streaming - "Maps: Where Am I?"
8 segments - each 2 minutes or less

Week Two: Maps and Globes

TEKS 5ACD

- Continue to use compass rose, map key, and symbols to locate places on maps.
- Use directions to locate the seven continents and five major oceans on maps and on a globe.
- Identify and use a map grid to locate places and/or items. (*Refer to page H13 and pages 388-389 in social studies textbook.*)
- Draw maps of places; maps should include a map title, compass rose, and map key.
- Draw a map that includes a grid system as well as a map title, compass rose, and map key.

- IFA 6-10

United Streaming - "Reading Maps and Globes"

8 segments - each 1-4 minutes

See segment on "Grid Maps" - 3:50

Week Three: Maps and Globes

TEKS 5ABCD, 16F

- Continue to use compass rose, map key, and symbols to locate places on maps.
- Understand term: scale. (*See pages 32-33 in social studies textbook.*)
- Scale: a short measurement on a map (such as an inch) that allows the person using the map to measure very long distances such as miles.
- Use scale to determine distance between places on maps.
- Convert from scale to actual: If one inch equals 100 miles, how many miles does three inches equal?
- Draw a map that includes a scale as well as a map title, compass rose, and map key

- IFA 11-15

United Streaming - "Reading Maps and Globes"

8 segments - each 1-4 minutes

See segment on "Scale" - 2:14

- Identify and describe variations in the physical environment such as various landforms and bodies of water
 - **continents**: the seven largest masses of land on Earth
 - Students should be able to name the seven continents and locate them on maps.
 - **ocean**: large body of salt water
 - Students should be able to name the five oceans and locate them on maps.
 - **mountains**: large masses of rock that loom high above the surrounding land; the highest kind of land
 - **hills**: rounded, raised areas of land; not as high as mountains
 - **valleys**: low areas between hills or mountains
 - **island**: land that is completely surrounded by water; smaller than a continent
 - **peninsula**: a large piece of land that juts out into the water and has water on all sides but one
 - **lake**: body of water surrounded by land
 - **river**: a long stream of fresh water that usually flows into a lake or an ocean
 - **coast**: land along the sea/ocean; seashore
- Identify pictures and draw pictures of landforms and bodies of water.
- Match descriptions of landforms and bodies of water with the name and the picture.
- IFA 14A-14C, 19

- What is a community? a place where people live, work, and have fun together
 - See p9-15 in social studies textbook for a good description of a community.
 - Do "Where I Live" activity on p14.
- Why do people form communities? to meet their needs for feeling safe and comfortable
- Identify and compare characteristics of communities, such as:
 - relative location
 - land
 - space
 - natural resources
 - ways of earning a living
 - types of houses
 - other buildings
- Urban community (city, town) (p48-53)
 - a large city community
 - a lot of people
 - a lot of traffic - cars, buses, taxis, subways, trains
 - more roads and buildings
 - can be crowded and noisy
 - many people moving around - going to work, shopping, and visiting museums
 - tall buildings - skyscrapers
- Suburban community (suburb; neighborhood) (p42-45)
 - a community located near a large city
 - Suburbs usually surround the large city.
 - houses in neighborhoods
 - have their own schools and business centers
 - shopping malls
 - may work in the suburban community or may drive or ride a train or bus to work in the city

- Rural community (country) (p38-41)
 - small communities that are usually far apart
 - in the countryside
 - open space
 - few cars
 - country roads
 - land used for growing plants and raising animals; farms

- Interpret, compare, and contrast visual and print material about urban, suburban, and rural areas
 - Students should be able to identify pictures and descriptions of the three kinds of communities.
 - Students should be able to draw pictures that represent urban, suburban, and rural communities.

- Identify ways in which people have modified the physical environment
 - clearing land to build neighborhoods, houses, businesses, etc.
 - building roads, repairing and improving roads
 - farming, planting crops
 - cutting down trees/forests for lumber

- **Books to read to students:**
 - *The Little House* by Virginia Lee Burton (See lesson from district specialist.)
 - *The House on Maple Street* by Bonnie Pryor
 - *The Great Kapok Tree* by Lynne Cherry
 - *The Giving Tree* by Shel Silverstein

- IFA 69, 23A

United Streaming - "A Community at Work"
 9 segments - each approximately 1-2 minutes

Week Seven: Christopher Columbus

TEKS 1AC

- Describe how Christopher Columbus contributed to the expansion of existing communities or to the creation of new communities
 - Italian sea captain and trader (*Have students locate the country of Italy on a map. Ask: On which continent is the country of Italy located?*)
 - Europeans traded with countries in Asia for many goods, including spices, but routes were long and difficult. Columbus thought he could save time by sailing west across the Atlantic Ocean. (*Demonstrate this to students on a globe.*)
 - He convinced the king and queen of Spain to let him test this plan. (*Have students locate the country of Spain on a map. Ask: On which continent is the country of Spain located?*)
 - Set out in 1492; sailed westward for more than two months; landed on San Salvador, an island near present-day Florida on October 12, 1492. (*See map on page 210 in social studies textbook.*)
 - Columbus thought he had reached the Indies, but he had reached the Americas instead. He led 3 more trips to the Americas, taking settlers, animals, and other supplies with the goal of starting a colony that would bring profits to Spain.
 - Have the students look at a map or globe and find America. Point out that the term *America* is often used to mean just the United States, but that the two whole continents - North America and South America - make up "the Americas."
 - **Ask:** What does discover mean? (to find out, see, or learn of, especially for the first time)
 - **Ask and discuss:** Did Columbus discover America? (Technically, yes, since it was new to him; however, he was not the first to arrive.)
- IFA 35-37, 24, 29

United Streaming - "Animated Hero Classics: Christopher Columbus"

9 segments - each 2-4 minutes

United Streaming - "US Celebrations" - 10 segments

"Columbus Day" - 1 minute

Books to read to students: *Meet Christopher Columbus* by James T. de Kay (72 pages) and chapter 1, pages 8-13 from *Expeditions in the Americas* (National Geographic Reading Expeditions series) by Stephen Currie.

Week Eight: Review and Test

Staff Development - October 12

CBA #1 - October 13-16