

# Rockingham County Public Schools

## Third Grade Social Studies Pacing Guide (2015 SOLs)

### First Nine Weeks (CHINA & EGYPT)

**SOL 3.6d-e:** The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of:

- d) North America; and
- e) South America.

**SOL 3.2:** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

**SOL 3.5:** The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps (China and Egypt):

- a) at the beginning of their culture;
- b) during their period of greatest influence; and
- c) today.

**SOL 3.6a-b:** The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of:

- a) Africa;
- b) Asia;

**SOL 3.7:** The student will describe how people in ancient world cultures adapted to their environment (China and Egypt).

**SOL 3.8:** The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (China and Egypt).

### Second Nine Weeks (GREECE AND ROME)

**SOL 3.3:** The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

**SOL 3.5:** The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps (Greece and Rome):

- a) at the beginning of their culture;
- b) during their period of greatest influence; and
- c) today.

**SOL 3.6c:** The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of:

- c) Europe;

**SOL 3.7:** The student will describe how people in ancient world cultures adapted to their environment (Greece and Rome).

**SOL 3.8:** The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (Greece and Rome).

*\*SOL 3.1a-j addresses skills that should be taught throughout the year.*

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### Third Nine Weeks (MALI)

**SOL 3.4:** The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

**SOL 3.5:** The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps (Mali):

- a) at the beginning of their culture;
- b) during their period of greatest influence; and
- c) today.

**SOL 3.6a:** The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of:

- a) Africa

**SOL 3.7:** The student will describe how people in ancient world cultures adapted to their environment (Mali).

**SOL 3.8:** The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (Mali).

**SOL 3.9:** The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

### Fourth Nine Weeks (CIVICS)

**SOL 3.10:** The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

**SOL 3.11:** The student will explain the responsibilities of a good citizen, with emphasis on:

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness; and
- f) describing the purpose of rules.

**SOL 3.12:** The student will recognize the importance of government in the community, Virginia, and the United States of America by:

- a) explaining the purpose of laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and
- c) explaining that government protects the rights and property of individuals.

**SOL 3.13:** The student will recognize that people save money for the future to purchase goods and services.

*\*SOL 3.1a-j addresses skills that should be taught throughout the year.*