

3rd Grade Social Studies
Curriculum Mapping
2025-2026
Katie Strand

Unit 1: Ancient Civilizations in Asia (Weeks 1-5)		Time: August-September
Standards Taught		
3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. 3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa. 3.SS.3.A The student explains the roles of climate and environment changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations. 3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	- Reading the lessons - Answering comprehension questions - Participating in class discussions
Relevance	Vocabulary	Assessments
<i>Learning about ancient civilizations in Asia helps students understand how people lived, worked, and organized their communities long ago. Students learn how geography, natural resources, agriculture, culture, and inventions influenced the development of civilizations.</i>	-Archaeologists -Artifact -Chronological -Claim -Land bridge -Migration -Nomads -Prehistoric -Geographer -Geography -Impassable -Peninsula -Plateau -Subcontinent -Summer Monsoon -Winter Monsoon	- Caste System -Oral Traditions -Reincarnation -Specialization -characters -domesticate -dynasty -millet -oracles -aristocracy -fact -feuda system -filial piety -golden age -hierarchy -opinion
Essential Questions: How did early humans adapt to, depend on, and modify their environment?		
- Worksheets - Comprehension questions - Class discussions - Lesson review worksheets (Vocabulary) - Weekly Assessments		

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- *How did the geography of the ancient world impact society?*
- *What factors influenced the government, economy, and culture of ancient India?*
- *What factors influenced the government, economy, and culture of ancient China?*
- *How did traditional values influence the development of Chinese society and culture?*

Unit 2: Ancient Civilizations in the Middle East and Northern Africa (Weeks 6-10)		Time: October-November
Standards Taught		
• 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. • 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa. • 3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing. • 3.SS.3.C The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus. • 3.SS.3.D The student explains the major historical events, cultural features, and stories of the ancient Hebrews. • 3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	• <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary	Assessments
<i>Learning about ancient civilizations in the Middle East and Northern Africa</i>	- crescent - fertile - parallel - rugged - cartar - mime - monotheism - prophet	• <i>Worksheets</i> • <i>Comprehension questions</i>

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<i>helps students understand how early societies developed and adapted to their environments. Students explore how geography, natural resources, agriculture, government, culture, and inventions shaped these civilizations. This helps students to recognize the important contributions of ancient peoples and make connections between the past and the world today.</i>	- silt - absolute monarchy - civilization - metallurgy - ores - polytheistic - primitive - terraces - ziggurat - lunar calendar - solar calendar - qanat - satrap - satrapy - yakhchal - dynasty - pharaoh - shaduf - theocracy - continuity	• <i>Class discussions</i> • <i>Lesson review worksheets (Vocabulary)</i> • <i>Weekly Assessments</i>
Essential Questions: • <i>How did the geography of the ancient Middle East and Northern Africa impact society?</i> • <i>What Factors influenced the government, economy, and culture of Babylonia?</i> • <i>What Factors influenced the government, economy, and culture of Persia?</i> • <i>What Factors influenced the government, economy, and culture of Egypt?</i> • <i>How did religion influence the ancient Egyptian way of life?</i>		

Unit 3: Ancient Greece (Week 11-13)	Time: December-January
Standards Taught	
• 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. • 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph. • 3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic. • 3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology. • 3.SS.4.B The student explains the causes, warfare, and effects of the Persian Wars including the battles of Marathon and Thermopylae. • 3.SS.4.C The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. • 3.SS.4.D The student explains the causes, warfare, and effects of the Peloponnesian War.	

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3.SS.4.E The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. 3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	- Reading the lessons - Answering comprehension questions - Participating in class discussions
Relevance	Vocabulary	Assessments
<i>Learning about Ancient Greece helps students understand how geography, government, culture, religion, and daily life shaped one of the world's influential ancient civilizations. Students explore the contributions about ideas of the ancient Greeks and how they influences government, art, literature, sports and other aspects of life.</i>	- isthmus - labyrinth - poleis - self-sufficient - direct democracy - mythology - myths - oligarchy - rule of law - representative democracy - tyrant (dictator) -acropolis -agora	- Worksheets - Comprehension questions - Class discussions - Lesson review worksheets (Vocabulary) - Weekly Assessments
Essential Questions: <i>In what ways did rocky peninsulas, islands, and surrounding seas affect the development of the ancient Greek civilization?</i> <i>What were the major cultural characteristics of ancient Greece?</i> <i>What are the legacies of Greek cultural?</i> <i>How do they affect us today?</i>		

Unit 4: The Roman Republic (Week 14-16)	Time: February
Standards Taught	
3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade.	

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• 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph. • 3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic. • 3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology. • 3.SS.4.B The student explains the causes, warfare, and effects of the Persian Wars including the battles of Marathon and Thermopylae. • 3.SS.4.C The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. • 3.SS.4.D The student explains the causes, warfare, and effects of the Peloponnesian War. • 3.SS.4.E The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. • 3.SS.4.F. The student explains the stories and explains the stories and events surrounding the founding of Rome and the Roman Republic. • 3.SS.4.G. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republic institutions and practices. • 3.SS.4.H The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus. • 3.SS. 5 The Students demonstrates knowledge of Native Americans and the voyages of Christopher Columbus • 3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	• Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	Assessments
<i>Learning about the Roman Republic helps students understand how people organized their government and participated in their society. Students explore the roles of citizens, leaders, laws, and government and</i>	- adapt - calcei - climate - peninsula - aqueduct - forum - mosaics - stylus - checks and balance	• Worksheets • Comprehension questions • Class discussions • Lesson review worksheets (Vocabulary) • Weekly Assessments

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<i>examine how Roman ideas and achievements influenced later societies.</i>	- Patricians - plebeians - republic	
Essential Questions: • <i>What geographic and environmental factors helped the Roman civilization grow?</i> • <i>What were the major cultural characteristics of the Roman Republic?</i> • <i>What factors led to the end of the Roman Republic?</i>		

Unit 5: Geography of the United States (Week 17-19)		Time: February-March
Standards Taught		
• 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. • 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.2 The student demonstrates knowledge of American and South Dakota geography. • 3.SS.2.A The student locates on a map and describes the features of American's physical geography, including: ocean coastlines, Gulf of Mexico, Hudson River, Appalachian Mountains, Ohio River, Great Lakes, Niagara Falls, Mississippi River, local geography • 3.SS.2.B The student locates on a map all fifty states in America. • 3.SS.2.C The student locates on a map the major regions of the United States, including: New England, The East Coast, The Great Lakes, The Great Plains, The Mid-Atlantic, The Mid-west, The Pacific Northwest, The South, The Southwest, The West Coast, Alaska, Hawaii • 3.SS.2.D The student locates New York City and Philadelphia on a map and spells their names correctly. • 3.SS.2.E The student locates Washington, D.C. on a map and identifies it as our nation's capital. • 3.SS.2.F The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly. • 3.SS.2.G The student locates on a map the major reservations in South Dakota • 3.SS.2.H The Student locates on a map the following geographic features of South Dakota: Black Hills, Badlands, Bear Butte, Spearfish Canyon, Black Elk Peak, Missouri River, James River, Big Sioux River.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they</i>	<i>Each student has their own individual desk but table are available for group work.</i>	• <i>Reading the lessons</i> • <i>Answering comprehension questions</i>

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<i>will complete worksheets and test in an alternate setting.</i>		• <i>Participating in class discussions</i>
Relevance	Vocabulary	Assessments
<i>Learning about the geography of the United States helps students understand how landforms, bodies of water, climate, and natural resources shape where and how people live. Learning about special locations in South Dakota helps students develop a deeper understanding and appreciation of the state they live in.</i>	- bank/shore - bay - coast - gulf - lake - mountain - oceans - physical characteristics - river - plain - valley - waterfall - human characteristics - region - rural - Suburban - urban - canyon - federally recognized - hills - Reservation	• <i>Worksheets</i> • <i>Comprehension questions</i> • <i>Class discussions</i> • <i>Lesson review worksheets (Vocabulary)</i> • <i>Weekly Assessments</i>
Essential Questions: • <i>What are the primary physical Characteristics of the United States</i> • <i>What are the primary human characteristics of the United States</i> • <i>What are the major physical and human characteristics of South Dakota</i>		

Unit 6: Life in the Americas and European Exploration (Week 20-24)	Time: March
Standards Taught	
• 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. • 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.1.D. The student can investigate a historical figure through writing an informative paragraph • 3.SS. 5 The Students demonstrates knowledge of Native Americans and the voyages of Christopher Columbus • 3.SS.5.A The student describes the Ancestral Pueblo and Hopewell civilization • 3.SS.5.B The student describes the similarities and differences in lifestyles, traditional warfare, and cultures between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understanding 1-5 and 7) Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa.	

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• 3.SS.5.C The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations. • 3.SS.5.E The student explains the various European motivations for exploration. • 3.SS.5.G The student tells the biography of Christopher Columbus, including: -his theories about a faster western rout to Asia-his four voyages-his death in poverty and humiliation • 3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. • 3.SS.6 The student demonstrates knowledge of European explorations and settlement of what would become the United States. • 3.SS.6.A The student explains the origin of the name “American.” • 3.SS.6.B The student describes the travels and discoveries of other explores in the future United States, including ponce de Leon, Samuel de Champlain, and Henry Hudson. • 3.SS.6.C The student explains the Columbian Exchange of resources, people, and disease, including how small pox decimated Native Americans. • 3.SS.7 The student demonstrates knowledge of colonial America. • 3.SS.7.A The student explains the Triangle Trade • 3.SS.7.B The student describes life on a slave ship in the Middle Passage.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	• Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	Assessments
<i>Learning about the life in the Americas and European exploration helps students understand how people lived in different societies before and during the era of exploration. Students explore the cultures, traditions, and ways of life of Indigenous peoples and learn how European exploration led to new connections between people and places.</i>	- atlatl - band - descendants - hunter-gatherers - mica - obsidian - clan - confederacy - creation story - dialect - earth lodge - flint - kinship - matrilineal - Sovereign nation - astrolabe - caravel - cartography - quadrant - celestial navigation - convert - Ottoman Empire - patron - plantations - Columbian Exchange -Triangular trade	• Worksheets • Comprehension questions • Class discussions • Lesson review worksheets (Vocabulary) • Weekly Assessments

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Essential Questions:

- *How did location influence how early people obtained food?*
- *How were the tribes of South Dakota Similar? How were they different?*
- *Why did Europeans explore?*
- *How did Christopher Columbus influence the Age of Exploration?*
- *What were the major effects and consequences of the Age of exploration?*

Unit 7: Colonization (Week 25-32)	Time: April-May
Standards Taught	
• 3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tracts, completing each task with relative ease by the end of 3rd grade. • 3.SS.1.A The student can correctly use terms related to time periods or dates in history, including-Decade, century, millennium, -1700s, 1800s, etc.- 1492, 1776 etc. • 3.SS.1.B As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics. • 3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph. • 3.SS.1.D. The student can investigate a historical figure through writing an informative paragraph • 3.SS.5.D The student locates Jamestown, Plymouth and Boston on a map. • 3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. • 3.SS.6 The student demonstrates knowledge of European explorations and settlement of what would become the United States. • 3.SS.6.D. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. • 3.SS.6.E The student tell the story of the founding of Jamestown, including: - the stories of John Smith, Matoaka (Pocahontas), and John Rolfe-the Starving Time – the cultivation of tobacco- the arrival of Africans from a Dutch slave ship captured by the English. • 3.SS.6.F The student tells the story of the founding of Plymouth and Massachusetts Bay, including – the stories of William Bradford and John Winthrop -the backgrounds and motivations of the Mayflower passengers- the Mayflower compact – the assistance of the Wampanoag -the first Thanksgiving -the meaning of John Winthrop’s “City Upon a Hill” • 3.SS.6.G The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Marland, Pennsylvania, and Georgia. • 3.SS.7 The student demonstrates knowledge of colonial America. • 3.SS.7.A The student explains the Triangle Trade • 3.SS.7.C The Student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.	

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• 3.SS.7.D. The student explains the status and effects of each of the following in colonial society and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom. • 3.SS.7.E The student explains how the “American” colonist was generally defined by certain traits, including being hardworking, determined, religious, skeptical of authority, and self-governing. • 3.SS.7.F The student explains how England’s relationship towards the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. • 3.SS.7.G The student explains the rule of law, as asserted in the Magna Carta, compared to the rule of man, and it’s influenced on leading colonists. • 3.SS.7.H The student tells the story of the French and Indian War especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work.</i>	• Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	Assessments
<i>Learning about colonization helps students understand how European settlers established communities in the Americas and how colonization affected the people and cultures already living there. Students explore the reasons people came to the Americas, how colonies developed, and how different groups interacted.</i>	- ally - charter - motivations - charter - House of Burgesses - junta - longhouse - oligarchy - rationing - representative democracy - Separatists - compact - self-government - Middle Colonies - New England Colonies - Plantations - Southern Colonies - scarce - trade dependency - absolute monarchy - parliament - parliament monarchy - artisan - coopers - hornbook - monotheistic - plantations - synagogue - conflict - cooperation - rivalry - ambitious - assassination - confederacy	• Worksheets • Comprehension questions • Class discussions • Lesson review worksheets (Vocabulary) • Weekly Assessments

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	- rule of law - rule of man - salutary neglect - skeptical of authority	
Essential Questions: • <i>Why did European want to colonize North America?</i> • <i>What were the primary motivations for settling Jamestown?</i> • <i>What were the primary motivations for settling in Plymouth?</i> • <i>What were the 13 colonies founded?</i> • <i>What was life like in the British colonies in North America?</i> • <i>How did Native American life change as a result of the arrival and settlement of European colonists?</i> • <i>What political beliefs and ideas developed in the American colonists?</i> • <i>What were the causes and effects of the French and Indian War?</i>		