

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

Student Goals:					
		I	To gain an appreciation for the heritage of our country.		
		II	To become aware of God's involvement in the lives of specific individuals in our country's history.		
		III	To develop map skills.		
Student Outcomes:					
		I	The students will be able to identify Christian character qualities displayed by specific individuals in U.S. history.		
		II	The students will be able to provide examples of God's sovereignty and plan in the history of our country.		
		III	The students will learn basic facts of geography in order to better understand historical events.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Christopher Columbus  2 Weeks	MN Social Studies Standards  3.4.1.1.1  3.4.1.2.1  3.4.2.5.1	Students will: <ul style="list-style-type: none"> <li>• explain where Columbus was born, what he wanted to be when he grew up, what many people believed about the unexplored world at that time, and what happened on his first voyage</li> <li>• describe how Columbus tried to find help from Portugal and then</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• It is a good thing to give thanks unto the Lord.</li> <li>• A person can not be forced to become a Christian, but can only be saved by coming freely to Christ.</li> </ul>

# CCS COURSE MAP

## SUBJECT: HISTORY

GRADE LEVEL 3<sup>RD</sup> GRADE  
COURSE LENGTH YEAR

REVIEWED 2018-2019

		<p>Spain to reach the Indies</p> <ul style="list-style-type: none"><li>• identify the names of the three ships that Columbus acquired to sail to the Indies and why it was difficult to find sailors to sail them</li><li>• describe specific events that happened on Columbus's voyage to the New World</li><li>• explain why Columbus brought some of the Native Americans from the New World back to Spain</li></ul>			
--	--	---	--	--	--

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">John Smith  3 Weeks</p>	<p style="text-align: center;">MN Social Studies Standards  3.4.1.1.1  3.4.1.2.1  3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain how John Smith traveled to the New World and helped to build the first settlement called Jamestown</li> <li>• explain how Smith helped the colonists in Jamestown survive</li> <li>• explain how Pocahontas saved John Smith's life</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quiz 1.</li> <li>• Take Test 1.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• We are not to be lazy. and should work as we have the opportunity (Prov. 6:6-8).</li> </ul>
<p style="text-align: center;">Pocahontas  1 Week</p>	<p style="text-align: center;">MN Social Studies Standards  3.4.2.5.1  3.4.1.2.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the ways that Pocahontas helped the colonists in Jamestown</li> <li>• explain how Pocahontas became a Christian, after being kidnapped and held as a prisoner in Jamestown</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Miles Standish</p> <p style="text-align: center;">1 Week</p>	<p>MN Social Studies Standards</p> <p style="text-align: center;">3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain how the Pilgrims came to America</li> <li>• identify the ways in which Miles Standish helped the Pilgrims in America</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quiz 2.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• We should look for opportunities to serve one another, as we would have others do for us.</li> </ul>
<p>Squanto</p> <p style="text-align: center;">3 Weeks</p>	<p>MN Social Studies Standards</p> <p style="text-align: center;">3.4.2.5.1</p> <p style="text-align: center;">3.4.1.2.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain why Squanto went to England and what he experienced while he was there</li> <li>• explain what happened to Squanto when he came back to America from England</li> <li>• identify the ways that Squanto helped the Pilgrims</li> <li>• describe the events of the first Thanksgiving</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quiz 3.</li> <li>• Take Test 2.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• The best way to make friends is to be friendly (Prov. 18:24).</li> <li>• God can take a bad thing and bring good from it (Gen. 50:20).</li> </ul>

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>William Penn  2 Weeks</p>	<p>MN Social Studies Standards  3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain who the Quakers were, and why they were persecuted</li> <li>• explain why William Penn admired the Quakers, and why he decided to become a Quaker</li> <li>• identify where the Quakers were allowed to settle, and how that happened</li> <li>• describe the relationship that existed between the Quakers and the</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• We should consider the needs of others before ourselves.</li> <li>• With their trust in God, their Creator, the colonies were able to grow and become part of a mighty nation.</li> </ul>

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<p>Indians</p> <ul style="list-style-type: none"> <li>• explain how Philadelphia got its name</li> </ul>			
<p>Benjamin Franklin</p> <p>2 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.2.5.1</p> <p>3.4.1.2.1</p> <p>3.4.2.3.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify significant events in Benjamin Franklin’s childhood</li> <li>• define what an “almanac” is</li> <li>• identify major accomplishments in Benjamin Franklin’s life and their significance in our country’s history</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quizzes 4 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• It is wrong to want material things so badly that we will do or give anything to have them.</li> <li>• Whatever we do we should work at it with all of our heart as unto the Lord.</li> <li>• We should consider the needs of others before that of ourselves.</li> <li>• God governs in the affairs of men.</li> </ul>

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">George Washington</p> <p style="text-align: center;">4 Weeks</p>	<p style="text-align: center;">MN Social Studies Standards</p> <p style="text-align: center;">3.4.2.5.1</p> <p style="text-align: center;">3.4.1.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain what George Washington dreamed of becoming when he was a child</li> <li>• explain how Washington’s surveying trips when he was younger prepared him for the French and Indian War</li> <li>• explain what happened to Washington during the French and Indian War</li> <li>• identify the character qualities in George Washington that made him the type of man that people would desire to have in our country’s president</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quiz 6.</li> <li>• Take Test 3.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Our plans may not work out as we would like, but God has a much better plan.</li> <li>• God can take a bad thing and bring good from it.</li> <li>• We must remember that God is not obligated to always provide us with good leaders. We need to trust Him to lead and guide us as individuals, and then pray for our country’s leaders.</li> </ul>
---	--	--	---	--	---

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Thomas Jefferson</p> <p>2 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.2.5.1</p> <p>3.4.1.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe how Thomas Jefferson was always looking for something new to learn</li> <li>• explain why Jefferson was chosen to write the Declaration of Independence</li> <li>• explain what the Declaration of Independence was about</li> <li>• identify ways in which Jefferson helped his country</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• There are always new things to learn. God wants us to explore and find out things for ourselves. He wants us to learn of His greatness.</li> </ul>
--	--	---	---	--	---



# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Daniel Boone</p> <p>2 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.1.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain why Daniel Boone was a good hunter</li> <li>• describe how Daniel Boone helped in the French and Indian War</li> <li>• describe what happened to Daniel Boone when he went to Kentucky</li> <li>• describe what happened to Daniel Boone when he was captured by the Indians</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• God has given each one of us different gifts and abilities to use for His honor and glory.</li> </ul>
------------------------------------	---	--	---	--	--

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Noah Webster</p> <p>3 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.1.3.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify significant events from Noah Webster's life when he was a child</li> <li>• explain why Webster decided to become a teacher rather than a lawyer</li> <li>• explain why Webster wrote <i>The Blue-Backed Speller</i></li> <li>• identify the most important decision that Webster ever made</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quizzes 7 and 8.</li> <li>• Take Test 4.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• There is no one righteous. We are all sinners and we need God's forgiveness.</li> <li>• God's Word will remain the same forever.</li> </ul>
------------------------------------	---	---	--	--	--

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Robert E. Lee</p> <p>2 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe the character qualities that Robert E. Lee had that made him admired by others</li> <li>• identify the reasons why Lee decided to lead the Confederate Army rather than the United States Army (Union Army)</li> <li>• identify who won the Civil War</li> <li>• describe what Lee did to serve his country after the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quiz 9.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• We need to be kind to one another, forgiving one another as God has forgiven us.</li> </ul>
-------------------------------------	---	--	---	--	--

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Abraham Lincoln</p> <p>2 Weeks</p>	<p>MN Social Studies Standards</p> <p>3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify significant events from Lincoln’s childhood and early adult years</li> <li>• identify the character qualities that Lincoln had that made him the type of man that people would desire to have in our country’s president</li> <li>• describe how Lincoln led our country during the Civil War</li> <li>• describe how President Lincoln died</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> <li>• Take Quizzes 10 and 11.</li> <li>• Take Test 5.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• We are to always be fair and honest in our dealings with others.</li> <li>• We should “stand with anybody that stands right. Stand with him while he is right, and part with him when he goes wrong.”</li> </ul>
---------------------------------------	---	---	--	--	---

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Martin Luther King Jr.</p> <p>1 Week</p>	<p>MN Social Studies Standards</p> <p>3.4.2.5.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe significant events from King’s childhood and early adult years</li> <li>• describe evidence of segregation in the United States during King’s life</li> <li>• explain the significance of Rosa Park’s refusal to stand on a bus</li> <li>• explain how King taught people to solve problems peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss the student text.</li> <li>• Classroom discussion</li> <li>• Complete the Comprehension Check questions from student textbook.</li> <li>• Play a review game at the end of each chapter to review key information.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage; People in U.S. History</i> Student and Teacher editions</li> <li>• <i>Our American Heritage; People in U.S. History</i> Quizzes and Test booklet</li> </ul>	<ul style="list-style-type: none"> <li>• All people were created equally by God.</li> <li>• If at all possible, be at peace with all men.</li> </ul>
<p>Map Skills</p> <p>Studied all throughout the year</p>	<p>MN Social Studies Standards</p> <p>3.3.1.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the location of the 7 continents, 4 oceans, and 50 states</li> <li>• use a map key</li> <li>• find directions using a compass rose</li> <li>• use a distance scale</li> </ul>	<ul style="list-style-type: none"> <li>• Practice using maps in the classroom.</li> <li>• Complete workbook assignments.</li> <li>• Take map quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Our American Heritage Map Study Skills</i> Workbook</li> </ul>	

# CCS COURSE MAP

## SUBJECT: HISTORY

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">Christmas Around the World</p> <p style="text-align: center;">4 Weeks</p> <p style="text-align: center;">France Germany England Mexico Netherlands Sweden United States</p>	<p style="text-align: center;">MN Social Studies Standards</p> <p style="text-align: center;">3.4.2.3.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the location of each country on the map</li> <li>• say “Merry Christmas” in the language of each country</li> <li>• identify what the flag of each country looks like</li> <li>• explain some of the Christmas traditions of each country</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss information about each country being studied.</li> <li>• Classroom discussion</li> <li>• Complete comprehension questions, crossword puzzles, and/or word searches dealing with information provided about each country.</li> <li>• Take a test at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Many of our country’s Christmas traditions come from other countries. The most important one being the focus on our Savior’s birth.</li> </ul>
--	---	--	--	---	---

**CCS COURSE MAP**  
**SUBJECT: HISTORY**

**GRADE LEVEL 3<sup>RD</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**