

THIRD GRADE SYLLABUS

Language Arts

Four Blocks (Guided Reading, Writing, Working with Words, Silent Reading)

The language arts curriculum is designed to address standards that are organized under six strands: literary texts, informational texts, vocabulary, developing written communications, producing written communications, and research. Many of the academic standards associated with each strand play an integral part in learning throughout the entire school year. These include:

Standards taught using all novels and texts read throughout the year:

- Analyze details that support the expression of the main idea in a given literary text
- Analyze a given literary text to make, revise, and confirm predictions and draw conclusions
- Analyze the text to determine first-person point of view
- Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- Analyze the relationship among characters, setting, and plot in a given literary text.
- Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.
- Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- Analyze cause-and-effect relationships in literary texts.
- Generate the meaning of unfamiliar and multiple-meaning words by using context clues.
- Use base words and affixes to determine the meanings of words.
- Interpret the meaning of idioms encountered in texts.
- Read high-frequency words in texts

Standards taught during our Working with Words and Spelling lessons and activities:

- Use base words and affixes to determine the meanings of words.
- Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- Spell high-frequency words
- Spell correctly

- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and
- common homonyms.

Writing Lessons, Mini-Lessons, and Daily Oral Language (D.O.L.) throughout the year:

- Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
- Use complete sentences (including compound sentences) in writing.
- Create paragraphs that include a topic sentence with supporting details and logical transitions.
- Revise the organization and development of content and the quality of voice in written works
- Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).
- Create narratives that include characters and setting and follow a logical sequence.
- Create written descriptions about people, places, or events.
- Create written pieces (for example, riddles and jokes) to entertain others.
- Edit for the correct use of written Standard American English including
 - capitalization
 - geographic names
 - holidays
 - historical and special events
 - punctuation
 - commas in addresses
 - commas in the greeting and closing of letters
 - commas in compound sentences
 - apostrophes in contractions and possessive pronouns
 - periods in abbreviations
 - indentation of paragraphs
 - spelling
 - misused homonyms
 - high-frequency multisyllabic words

- words that have blends
- contractions
- compound words
- orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural)
- Use grammatical conventions of written Standard American English including
 - comparative and superlative adjectives,
 - prepositions and prepositional phrases,
 - conjunctions (*because, since, yet, until*), and
 - nominative and objective case pronouns.

Standards taught using the Science and Social Studies textbook, various non-fiction texts, and research projects:

- Summarize evidence that supports the central idea of a given informational text.
- Analyze informational texts to draw conclusions and make inferences.
- Distinguish between facts and opinions in informational texts.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
- Use headings, subheadings, print styles, captions, and chapter headings to gain information.
- Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
- Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.
- Analyze informational texts to identify cause-and-effect relationships.
- Read independently for extended periods of time to gain information.

Research Project (at least one to be completed this year):

- Generate a topic for inquiry.
- Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.
- Organize information by classifying or sequencing.
- Paraphrase research information accurately and meaningfully.

- Use the Internet as a source of information.
- Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.

Standards taught through Teacher Read Aloud:

- Classify works of nonfiction (including biographies) by characteristics.

Standards addressed through daily Silent Reading:

- Read independently for extended periods of time for pleasure.

Penmanship Activities:

- Use correct letter formation when using manuscript and cursive writing.

Schedule of Novels and Units in Language Arts

TIMEFRAME	UNIT OF STUDY	STANDARDS
August-Mid September	Theme 1: <i>Off to Adventure</i>	<ul style="list-style-type: none"> - Analyze informational texts to identify cause-and-effect relationships. - Analyze informational texts to draw conclusions and make inferences. - Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. - Use base words and affixes to determine the meanings of words. - Organize information by classifying or sequencing. - Generate the meaning of unfamiliar and multiple-meaning words by using context clues. - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
Mid September –	Theme 2:	- Analyze the effect of the author’s craft (for example, word choice and sentence

Mid October	<i>Celebrating Traditions</i>	<p>structure) on the meaning of a given literary text.</p> <ul style="list-style-type: none"> - Summarize evidence that supports the central idea of a given informational text. - Spell correctly- Compound Words - Organize information by classifying or sequencing. - Analyze the details that support the expression of the main idea in a given literary text. - Spell Correctly- Contractions - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. - Spell correctly- orthographic patterns (for example, <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural) - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
Mid October- Mid November	<i>Because of Winn Dixie</i> Review skills from Themes 1 and 2	- See standards used in Themes 1 and 2
Mid November- December	Theme 3: <i>Incredible Stories</i>	<ul style="list-style-type: none"> - Classify works of fiction (including fables, tall tales, and folktales) by characteristics. - Classify works of nonfiction (including biographies) by characteristics. - Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. - Analyze informational texts to draw conclusions and make inferences. - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. - Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event). - Analyze the relationship among characters, setting, and plot in a given literary text. - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
January	Theme 4: <i>Animal Habitats</i> African American	<ul style="list-style-type: none"> - Classify works of nonfiction (including biographies) by characteristics. - Distinguish between facts and opinions in informational texts. - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs,

	<u>Biographies</u> <u>Ruby Bridges</u> <u>Jackie Robinson</u>	<p>video, and television) to access information.</p> <ul style="list-style-type: none"> - Generate the meaning of unfamiliar and multiple-meaning words by using context clues. - Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text. - Use base words and affixes to determine the meanings of words. - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
February	<u>Chocolate Fever</u> Review skills from Themes 3 and 4 <u>Poetry</u>	<ul style="list-style-type: none"> - See standards taught in Themes 3 and 4.
March	Theme 5: <u>Voyagers</u> Fairy Tales, Myths, Tall Tales, Folktales	<ul style="list-style-type: none"> - Classify works of fiction (including fables, tall tales, and folktales) by characteristics. - Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. - Analyze the relationship among characters, setting, and plot in a given literary text. - Classify works of fiction (including fables, tall tales, and folktales) by characteristics. - Analyze informational texts to draw conclusions and make inferences. - Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms). - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
April	Theme 6: <i>Smart Solutions</i>	<ul style="list-style-type: none"> - Analyze the details that support the expression of the main idea in a given literary text. - Analyze a given literary text to make, revise, and confirm predictions and draw conclusions. - Analyze informational texts to draw conclusions and make inferences. - Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms). - Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. - The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
May-June Reader's Theatre	Review of Reading Skills	<ul style="list-style-type: none"> - Throughout the months of May and June various language arts skills will be reviewed as a preparation for standardized tests.



Math

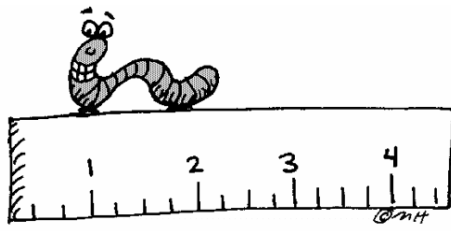
- *The math curriculum is designed to address standards that are organized under six strands: mathematical processes, number and operations, algebra, geometry, measurement, and data analysis and probability. The mathematical processes provide the framework for teaching, learning, and assessing in mathematics at all grade levels and are incorporated throughout each unit of study.*

TIMEFRAME	UNIT OF STUDY	STANDARDS
Late August-Late September	Place Value	<ul style="list-style-type: none"> ▪ Analyze the magnitude of digits through 999,999 on the basis of their place value (Number and Operations). ▪ Generate descriptions and mathematical statements about relationships between and among classes of objects. ▪ Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered. ▪ Use flexibility in mathematical representations. ▪ Represent in word form whole numbers through <i>nine hundred ninety-nine thousand</i> (Number and Operations). ▪ Explain and justify answers on the basis of mathematical properties, structures, and relationships. ▪ Compare whole-number quantities through 999,999 by using the terms <i>is less than, is greater than, and is equal to</i> and the symbols $<$, $>$, and $=$ (Number and Operations). ▪ Apply procedures to round any whole number to the nearest 10, 100, or 1,000 (Number and Operations).

		<ul style="list-style-type: none"> ▪ Analyze information to solve increasingly more sophisticated problems. ▪ Construct arguments that lead to conclusions about general mathematical properties and relationships. ▪ Explain and justify answers on the basis of mathematical properties, structures, and relationships. ▪ Create numeric patterns that involve whole-number operations.
Late September- Late October	Addition, Subtraction, Money	<ul style="list-style-type: none"> ▪ Explain and justify answers on the basis of mathematical properties, structures, and relationships. ▪ Apply an algorithm to add and subtract whole numbers fluently (Number and Operations). ▪ Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome (Number and Operations). ▪ Construct arguments that lead to conclusions about general mathematical properties and relationships. ▪ Use symbols to represent an unknown quantity in a simple addition, subtraction, or multiplication equation (Algebra). ▪ Apply procedures to find missing numbers in numeric patterns that involve whole-number operations (Algebra). ▪ Analyze information to solve increasingly more sophisticated problems. ▪ Recognize the limitations of various forms of mathematical representations. ▪ Use the fewest possible number of coins when making change.
Late October - Early December	Multiplication/ Division	<ul style="list-style-type: none"> ▪ Generate descriptions and mathematical statements about relationships between and among classes of objects. ▪ Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered. ▪ Use flexibility in mathematical representations. ▪ Recall basic multiplication facts through 12×12 and the corresponding division facts. ▪ Explain and justify answers on the basis of mathematical properties, structures, and relationships. ▪ Use basic number combinations to compute related multiplication problems that involve multiples of 10. ▪ Analyze information to solve increasingly more sophisticated problems. ▪ Generate strategies to multiply whole numbers by using one single-digit factor and one multi-digit factor.

<p>Early December- Mid January</p>	<p>Measurement</p>	<ul style="list-style-type: none"> ▪ Compare the inverse relationship between multiplication and division. ▪ Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams. ▪ Generate descriptions and mathematical statements about relationships between and among classes of objects. ▪ Use flexibility in mathematical representations. ▪ Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight; meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds. ▪ Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds. ▪ Recall equivalencies associated with time and length: 60 seconds= 1 minute and 36 inches= 1 yard. ▪ Recognize the limitations of various forms of mathematical representations. ▪ Use analog and digital clocks to tell time to the nearest minute.
<p>Mid January-Mid February</p>	<p>Data Analysis and Probability</p>	<ul style="list-style-type: none"> ▪ Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered. ▪ Apply a procedure to find the range of a data set. ▪ Predict on the basis of data whether events are <i>likely, unlikely, certain, or impossible</i> to occur. ▪ Understand when the probability of an event is 0 or 1. ▪ Organize data in tables, bar graphs, and dot plots. ▪ Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations. ▪ Interpret data in tables, bar graphs, pictographs, and dot plots. ▪ Analyze dot plots and bar graphs to make predictions about populations. ▪ Compare the benefits of using tables, bar graphs, and dot plots as representations of a given data set. ▪ Illustrate situations that show change over time as increasing.

Mid February- Mid March	Fractions	<ul style="list-style-type: none"> ▪ Generate descriptions and mathematical statements about relationships between and among classes of objects. ▪ Understand fractions as part of a whole. ▪ Represent fractions that are greater than or equal to 1.
Mid March-Late April	Geometry	<ul style="list-style-type: none"> ▪ Construct argument that lead to conclusions about general mathematical properties and relationships. ▪ Exemplify points, lines, line segments, rays, and angles (<i>Geometry</i>) ▪ Classify lines and line segments as parallel, perpendicular, or intersecting (<i>Geometry</i>). ▪ Classify angles as either right, acute, or obtuse (<i>Geometry</i>) ▪ Analyze information to solve increasingly more sophisticated problems. ▪ Construct arguments that lead to conclusions about general mathematical properties and relationships. ▪ Generate descriptions and mathematical statements about relationship between and among classes of objects. ▪ Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides. ▪ Classify triangles by the length of their sides as either scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right. ▪ Generate strategies to determine the perimeters of polygons. ▪ Construct arguments that lead to conclusions about general mathematical properties and relationships. ▪ Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered. ▪ Analyze the results of combining and subdividing circles, triangles, quadrilaterals, pentagons, hexagons, and octagons. ▪ Use flexibility in mathematical representations. ▪ Predict the results of one transformation-either slide, flip, or turn-of a geometric shape. ▪ Identify the specific attributes of circles: center, radius, circumference, and diameter.
Late April-Late May	Review All Concepts to prepare for testing	



Science

The science curriculum is designed to reinforce process skills and promote opportunities for scientific inquiry through the study of designated topics. The process skills and inquiries listed below are embedded in the Science curriculum, and frequent opportunities for application are offered throughout the units of study.

TIMEFRAME	UNIT OF STUDY	STANDARDS
<p style="text-align: center;">August as well as throughout the school year (August 16th - 20th)</p>	<p style="text-align: center;">Scientific Inquiry</p>	<ul style="list-style-type: none"> ▪ Classify objects by two of their properties (attributes). ▪ Classify objects or events in sequential order. ▪ Generate questions such as "what if?" or "how?" about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation. ▪ Predict the outcome of a simple investigation and compare the result with the prediction. ▪ Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data. ▪ Infer meaning from data communicated in graphs, tables, and diagrams. ▪ Explain why similar investigations might produce different results. ▪ Use appropriate safety procedures when conducting investigations.
<p style="text-align: center;">September (Group 1 - August 23rd- September 3rd) (Group 2 - September 7th - September 17th)</p>	<p style="text-align: center;">Sound</p>	<ul style="list-style-type: none"> ▪ Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another. ▪ Compare the pitch and the volume of different sounds. ▪ Recognize ways to change the volume of sounds. ▪ Explain how the vibration of an object affects pitch.
<p style="text-align: center;">September - October (Group 1 - September 20th - October 8th) (Group 2 - October 12th - October 29th)</p>	<p style="text-align: center;">Animal Habitats and Adaptation</p>	<ul style="list-style-type: none"> ▪ Illustrate the life cycles of various animals and summarize how they grow and are adapted to conditions within their habitats. ▪ Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals). ▪ Recall the characteristics of an organism's habitat that allow the organism to survive there. ▪ Explain how changes in the habitats of animals affect their survival. <p>Summarize the organization of simple food chains (including the roles of producers,</p>

		consumers, and decomposers).
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<p>November</p> <p>(Group 1 - November 1st - November 12th) (Group 2 - November 15th - November 19 and November 29th - December 3rd)</p>	<p>Plant Habitats and Adaptation</p>	<p>Illustrate the life cycles of seed plants and summarize how they grow and are adapted to conditions within their habitats.</p> <ul style="list-style-type: none"> ▪ Explain how physical and behavioral adaptations allow organisms to survive (including seed dispersal, color, and response to light for plants). ▪ Recall the characteristics of an organism's habitat that allow the organism to survive there. ▪ Explain how changes in the habitats of plants affect their survival. <p>Summarize the organization of simple food chains (including the roles of producers, consumers and decomposers)</p>
<p>December - January</p> <p>(Group 1 - December 6th - December 17th) (Group 2 - January 3rd - January 13th)</p>	<p>Earth's Land</p>	<ul style="list-style-type: none"> ▪ Illustrate Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers). ▪ Illustrate Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps. ▪ Exemplify Earth materials that are used as fuel, as a resource for building materials, and as a medium for growing plants. ▪ Illustrate changes in Earth's surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruptions, floods, and earthquakes).
<p>January - February</p> <p>(Group 1 - January 18th - February 4th) (Group 2 - February 7th - February 25th)</p>	<p>Heat and Changes in Matter</p>	<ul style="list-style-type: none"> ▪ Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties. ▪ Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating). ▪ Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators). <p>Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).</p>

<p>February - March</p> <p>(Group 1 - February 28th - March 11th) (Group 2 - March 14th - March 25th)</p>	<p>Motion</p>	<ul style="list-style-type: none"> ▪ Identify the position of an object relative to a reference point by using position terms such as "above," "below," "inside of," "underneath," or "on top of" and a distance scale or measurement. ▪ Compare the motion of common objects in terms of speed and direction. ▪ Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object. ▪ Explain the relationship between the motion of an object and the pull of gravity.
<p>March - April</p> <p>(Group 1 - March 28th - April 8th) (Group 2 - April 11th - April 15th and April 25th - April 29th)</p>	<p>Earth's Materials and Changes</p>	<ul style="list-style-type: none"> ▪ Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties. ▪ Identify common minerals on the basis of their properties by using a minerals identification key. ▪ Recognize types of fossils (including molds, casts, and preserved parts of plants and animals). ▪ Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
<p>(November 22nd - 23rd and May 9th - May 20th)</p>	<p>Health</p>	<p>(see health standards and book)</p>

Social Studies

TIMEFRAME	UNIT OF STUDY	STANDARDS
<p>August - October</p> <p>MAPS/Geography (Group 2 - August 23rd - September 3rd) (Group 1 - September 7th - September 17th)</p> <p>Regions (Group 2 - September 20th - October 8th) (Group 1 - October 12th - October 29th)</p>	<p>Places and Regions in South Carolina</p>	<ul style="list-style-type: none"> ▪ Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions ▪ Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation ▪ Categorize the six geographic regions of South Carolina- the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone- according to their different physical and human characteristics ▪ Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population, distribution and patterns of migration to natural resources, climate, agriculture, and economic development
<p>November- January</p> <p>Native Americans (Group 2 - November 1st - November 12th) (Group 1 - November 15th - November 19 and November 29th - December 3rd)</p> <p>Explorers (Group 2 - December 6th - December 17th) (Group 1 - January 3rd - January 13th)</p> <p>Settlement (Group 2 - January 18th - February 4th)</p>	<p>Exploration and Settlement of South Carolina</p>	<ul style="list-style-type: none"> ▪ Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of "king and country" ▪ Summarize the activities and accomplishments of key explorers of South Carolina ▪ Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and abundance of forests ▪ Compare the culture, governance, and geographic location for different Native American nations in South Carolina, including the three principal nations- Cherokee, Catawba, and Yemassee- that influenced the development of colonial South Carolina ▪ Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans ▪ Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government ▪ Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions

<p>(Group 1 - February 7th - February 25th)</p>		<p>to South Carolina such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority</p>
<p>January-February</p> <p>American Revolution</p> <p>(Group 2 - January 18th - February 4th) (Group 1 - February 7th - February 25th)</p>	<p>Creating a New Nation</p>	<ul style="list-style-type: none"> ▪ Analyze the causes of the American Revolution - including Britain's passage of the Tea Act, the Intolerable Act, the rebellion of the colonists, and the Declaration of Independence - and South Carolina's role in these events ▪ Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain ▪ Summarize the effects of the American Revolution in South Carolina including the establishment of a new nation and a new state government and capital ▪ Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system
<p>February - March</p> <p>(Group 2 - February 28th - March 11th) (Group 1 - March 14th - March 25th)</p>	<p>The Civil War: Before, During, and After</p>	<ul style="list-style-type: none"> ▪ Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans ▪ Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery ▪ Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend the state's way of life ▪ Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina ▪ Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions ▪ Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems ▪ Summarize the effects of Reconstruction in South Carolina, including the development

		of public education, racial advancements and tensions, and economic changes
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<p>March - April</p> <p>(Group 2 - March 28th - April 8th)</p> <p>(Group 1 - April 11th - April 15th and April 25th - April 29th)</p>	<p>From the late 1800s to the Present</p> <p>And</p> <p>Local History</p>	<ul style="list-style-type: none"> ▪ Summarize developments in industry and technology in South Carolina in the late nineteenth century and twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of towns ▪ Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole ▪ Summarize the changes in South Carolina's economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries ▪ Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations ▪ Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps. ▪ Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (Briggs v. Elliott), and other public facilities and the acceptance of African Americans' right to vote ▪ Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation
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