

FAME Public Charter School

Scope and Sequence: Grade Third

Subject/Unit Title: Social Studies From Sea to Shining Sea				
Estimated Time Frame (#of Days): 22- 28				
Unit 1: Listen to the Land				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1 Mighty Waters Estimated Time Frame (#of Days): 7-9	Lesson 1: Sand and Salt	<ol style="list-style-type: none"> 1. Identify the oceans bordering the United States and their locations. 2. Describe ways oceans shape and reshape the land by eroding and by depositing soil. 3. Use a compass rose. 4. Identify and use intermediate directions. 	<i>Framework Concept: Change</i> The effects of ocean tides on land are an excellent example of how places change over time.	Review Questions Workbook/ Reading support
	Lesson 2: Running Rivers	<ol style="list-style-type: none"> 1. Define the characteristics of a river. 2. Identify the differences between rivers and oceans, and between rivers and lakes. 3. Describe ways rivers carve the land. 4. Describe ways floods affect the land. 	<i>Framework Concept: Change</i> The effects of rivers on land are excellent examples of how places change over time.	Review Questions Workbook/ Reading support
	Chapter Review			Chapter Test

FAME Public Charter School

Scope and Sequence: Grade Third

<p>2 Rustling Leaves and Grass</p> <p>Estimated Time Frame (#of Days): 7-9</p>	<p>Lesson 1: Wonderful Woodlands</p>	<ol style="list-style-type: none"> 1. Define a forest. 2. Identify the three types of forests. 3. Describe the interdependence between trees and soil in a forest. 4. Describe the interdependence between trees and animals in a forest. 5. Identify the main idea and supporting details in paragraphs. 	<p><i>Framework Concept: Interdependence</i> The importance of woodlands to humans, animals, and the land shows how living things depend on one another.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Lesson 2: A Sea of Grass</p>	<ol style="list-style-type: none"> 1. Define a prairie. 2. Identify the kinds of animals that live on a prairie. 3. Describe how prairie animals protect themselves from predators. 4. Read a line graph. 5. Read a circle graph. 	<p><i>Framework Concept: Interdependence</i> The plants, animals, and land of the prairie depend on each other.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Chapter Review</p>			<p>Chapter Test</p>
<p>3 Majestic Peaks and Deserts</p> <p>Estimated Time Frame (#of Days): 8-10</p>	<p>Lesson 1: Touching the Clouds</p>	<ol style="list-style-type: none"> 1. Describe a mountain. 2. Describe how elevation affects plants and animal life on a mountain. 3. Describe how a mountain affects the weather of regions on 	<p><i>Framework Concept: Interconnectedness</i> A mountain affects the land, the kind of animals and plants that live there, and weather around it.</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Third

		<p>both of its sides.</p> <ol style="list-style-type: none"> 4. Read a physical map. 5. Identify several types of physical features. 6. Explain how physical features affect where and how people live. 		
	Lesson 2: A Dry Place	<ol style="list-style-type: none"> 1. Describe the characteristics of a desert. 2. Identify ways that plants and animals survive in a desert. 3. Identify physical features of your local community. 4. Make a physical map of your local community. 5. Make a model from the physical map of your local community. 	<i>Framework Concept: Change</i> Plants and animals adjust their ways of living to survive in the desert.	Review Questions Workbook/ Reading support
	Chapter Review			Chapter Test

Subject/Unit Title: Social Studies From Sea to Shining Sea				
Estimated Time Frame (#of Days): 28-33				
Unit 2: The Land and the First Americans				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
4 By the Shining Sea	Lesson 1: Between Sea and	<ol style="list-style-type: none"> 1. Identify who the Kwakiuti were and 	<i>Framework Concept: Interdependence</i> The	Review Questions Workbook/ Reading support

FAME Public Charter School

Scope and Sequence: Grade Third

<p>Estimated Time Frame (#of Days): 9-11</p>	<p>Forest</p>	<p>where they lived. 2. Describe the way of life of the Kwakiuti's belief about nature. 3. Read a timeline. 4. Create a simple timeline.</p>	<p>Kwakiutl used the natural resources from the sea and forests for food, shelter, and clothing.</p>	
	<p>Lesson 2: Of Art and Wood</p>	<p>1. Identify the importance of woodcarving to the Kwakiuti. 2. Describe Kwakiuti canoes and totem poles. 3. Explain how the Kwakiuti used woodcarvings in ceremonies.</p>	<p><i>Framework Concept: Culture</i> Kwakiutl made many things from wood, including canoes and ceremonial objects.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Chapter Review</p>			<p>Chapter Test</p>
<p>5 Over Waves of Grass Estimated Time Frame (#of Days): 9-11</p>	<p>Lesson 1: Following the Buffalo</p>	<p>1. Identify who the Cheyenne were and where they lived. 2. Describe the way of life of the Cheyenne. 3. Explain the importance of the buffalo to the Cheyenne. 4. Describe how the horse changed the way of life for the Cheyenne. 5. Identify examples of</p>	<p><i>Framework Concept: Interdependence</i> The Cheyenne depended on the buffalo for food, shelter, and clothing.</p>	<p>Review Questions Workbook/ Reading support</p>

		<p>natural resources.</p> <p>6. Describe uses of natural resources.</p>		
	<p>Lesson 2: The Medicine Dance</p>	<ol style="list-style-type: none"> 1. Identify what the Medicine Dance was. 2. Explain the meaning and importance of the Medicine Dance. 3. Describe how the Medicine Dance was celebrated. 4. Identify the original Native American group or groups who lived in your local community. 5. Describe the way of life of the original Native American group or groups. 	<p><i>Framework Concept: Culture</i> The Cheyenne used the Medicine Dance to celebrate the cycle of nature and make sure they had plenty to eat.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Chapter Review</p>			<p>Chapter Test</p>
<p>6 In Red Rock Country</p> <p>Estimated Time Frame (#of Days): 9-11</p>	<p>Lesson 1: A Desert Homeland</p>	<ol style="list-style-type: none"> 1. Identify who the Navajo were and where they lived. 2. Describe the Navajo way of life. 3. Identify the natural resources used by the Navajo. 4. Identify skills the Navajo learned from their neighbors. 5. Define adaptation. 	<p><i>Framework Concept: Change</i> To adapt to the natural resources available in the desert, the Navajo learned how to grow crops, raise livestock, weave, and make hogans.</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Third

		6. Identify examples of human adaptation.		
	Lesson 2: Sand Painting	<ol style="list-style-type: none"> 1. Describe a sand painting. 2. Explain how the Navajo used sand paintings. 3. Identify the meaning of symbols used in sand paintings. 4. Use a map scale to determine actual distances. 5. Draw a map to scale. 	<i>Framework Concept: Culture</i> The Navajo used sand paintings to help sick people get well.	Review Questions Workbook/ Reading support
	Chapter Review			Chapter Test

Subject/Unit Title: Social Studies From Sea to Shining Sea				
Estimated Time Frame (#of Days):26- 32				
Unit 3: Settling the Land				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
7 Settling the Northeast Estimated Time Frame (#of Days): 9-11	Lesson 1: Life in Plymouth	<ol style="list-style-type: none"> 1. Identify who the Pilgrims were and locate the site of the Plymouth Colony. 2. Describe the hardships of the Pilgrims' first winter. 3. Explain how the Wampanoag helped 	<i>Framework Concept: Scarcity</i> Aided by the Wampanoag Indians, the Pilgrims faced many challenges to survive and build a colony in Plymouth.	Review Questions Workbook/ Reading support

FAME Public Charter School

Scope and Sequence: Grade Third

		<p>the Pilgrims.</p> <p>4. Explain the relationship between colonies and their ruling countries.</p>		
	<p>Lesson 2: <i>Life in the Eastern Forest</i></p>	<ol style="list-style-type: none"> 1. Locate the Pennsylvania wilderness of the early 1700s. 2. Explain why settlers moved into the wilderness. 3. Describe the lives of settlers in the Pennsylvania wilderness. 4. Identify causes and effects. 5. Write “If ... then” statements. 6. Identify early settlers of your community. 7. Describe the way of life of the early settlers of your community. 	<p><i>Framework Concept: Interdependence</i> The early settlers who moved inland depended on their own skills and helpful Indians who taught them to use the forest's natural resources.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Chapter Review</p>			<p>Chapter Test</p>
<p>8 Beyond the Appalachians</p> <p>Estimated Time Frame (#of Days): 17-</p>	<p>Lesson 1: <i>The Spanish in America</i></p>	<ol style="list-style-type: none"> 1. Describe the culture and role of religion and the reasons for the establishment of Spain’s colonies. 2. Describe the Spanish 	<p><i>Framework Concepts: Culture, Diversity</i> When the Spanish set up missions in California to convert the Indians to</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Third

21		missions in California and their legacy today.	European ways, a new culture was born in New Spain.	
	Lesson 2: Passages to the West	<ol style="list-style-type: none"> 1. Identify the reasons that pioneers moved to the West in the early 1800s. 2. Locate and describe travel conditions on the Santa Fe Trail and the Oregon Trail. 3. Analyze essential and nonessential items to take in a covered wagon. 	<i>Framework Concept: Change</i> Pioneers and traders traveled west on the Oregon Trail and the Santa Fe Trail.	Review Questions Workbook/ Reading support
	Lesson 3: An Early Prairie Town	<ol style="list-style-type: none"> 1. Identify reasons for the growth of prairie towns including Abilene, Kansas. 2. List reasons for Abilene’s decline as a cattle town. 3. Use a map grid. 4. Identify the equator and the prime meridian on a map and a globe. 5. Locate places relative to the equator and to the prime meridian. 	<i>Framework Concept: Change</i> Abilene became known as a cattle town because it had so many cowboys and cattle.	Review Questions Workbook/ Reading support
	Lesson 4: Coming to America	<ol style="list-style-type: none"> 1. Describe the experience of Asians immigrating to the 	<i>Framework Concept: Diversity</i> Immigrants	Review Questions Workbook/ Reading support

FAME Public Charter School

Scope and Sequence: Grade Third

		<p>West Coast.</p> <p>2. Describe the experience of Europeans immigrating to the East Coast.</p>	<p>from Europe and Asia came to America to improve their lives, but found many challenges, including prejudice.</p>	
	Chapter Review			Chapter Test

Subject/Unit Title: Social Studies From Sea to Shining Sea				
Estimated Time Frame (#of Days): 42- 54				
Unit 4: The Land Today				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
<p>9 The Land of Plenty</p> <p>Estimated Time Frame (#of Days): 13-16</p>	<p>Lesson 1:</p> <p><i>Farming in the San Joaquin Valley</i></p>	<ol style="list-style-type: none"> 1. Locate the San Joaquin Valley on a map. 2. Explain why crops grow so well in the San Joaquin Valley. 3. Explain how irrigation, fertilizers, and chemicals increase crop production in the San Joaquin Valley. 4. Describe how crops are harvested in the San Joaquin Valley. 5. Analyze the advantages and 	<p><i>Framework Concept: Interconnectedness</i> A wide variety of crops are grown in the rich, fertile soil of the San Joaquin Valley.</p>	<p>Review Questions Workbook/ Reading support</p>

		<p>disadvantages of various means of transporting crops.</p> <ol style="list-style-type: none"> Choose the best method of transporting each of three crops. Read a table. 		
	<p>Lesson 2: Technology Today and Tomorrow</p>	<ol style="list-style-type: none"> Describe how the computer industry helped Silicon Valley grow. Explain how one large industry can draw other businesses to a region. List some things computers can help you do. 	<p><i>Framework Concept: Technology</i> Technology and the computer industry have helped Silicon Valley to grow and have affected our lives in many ways.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Lesson 3: Moving by Rail</p>	<ol style="list-style-type: none"> Describe the role of railroads in our country's history. Explain how other means of transportation affected business on the railroad. Describe how railroads are used today. Define international trade, import, and export. 	<p><i>Framework Concept: Interconnectedness</i> Freight and passenger trains help transport people and goods from one place to another.</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Third

		5. Identify some goods that the United States trades with other countries.		
	Chapter Review			Chapter Test
10 Taking Care of Our Land Estimated Time Frame (#of Days): 13-16	Lesson 1: Saving Our Land	<ol style="list-style-type: none"> 1. Explain the reasons for conserving natural resources. 2. Identify ways to conserve natural resources. 	<i>Framework Concepts: Scarcity and Interdependence</i> We can save our natural resources and conserve our environment.	Review Questions Workbook/ Reading support
	Lesson 2: Protecting Our Resources	<ol style="list-style-type: none"> 1. Identify the main sources of air, water, and soil pollution. 2. Explain why pollution is harmful. 3. Describe ways to reduce air, water, and soil pollution. 	<i>Framework Concept: Conflict</i> To protect our natural resources, we protect the air, water, and soil from pollution.	Review Questions Workbook/ Reading support
	Lesson 3: Recycling to Save Our Resources	<ol style="list-style-type: none"> 1. Identify the major source of trash. 2. Explain the importance of recycling. 3. Identify ways that people can help solve the trash problem. 4. Participate in a group project. 	<i>Framework Concept: Scarcity</i> To make our garbage problem smaller, we can recycle our natural resources.	Review Questions Workbook/ Reading support
	Chapter Review			Chapter Test

FAME Public Charter School

Scope and Sequence: Grade Third

<p>11 Governing Our Land Estimated Time Frame (#of Days): 9-13</p>	<p>Lesson 1: Community Government</p>	<ol style="list-style-type: none"> 1. Discuss the purpose and types of community governments. 2. List different government services, and tell how they are paid for. 3. Understand different ways to solve community problems. 4. Identify services offered by the local government. 5. Find out detailed information about one local government service. 	<p><i>Framework Concept: Rights</i> Elected government leaders in a community give services to a town or city.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Lesson 2: Leaders and Laws</p>	<ol style="list-style-type: none"> 1. Understand how people choose government leaders. 2. Define the term law, and tell how they are made, and why they should be followed. 3. Participate in a discussion and understand different points of view. 	<p><i>Framework Concepts: Justice and Rights</i> Leaders and laws keep communities safe places to live and work.</p>	<p>Review Questions Workbook/ Reading support</p>
	<p>Lesson 3: State and National Government</p>	<ol style="list-style-type: none"> 1. Understand how a state government runs. 2. List the duties of the 	<p><i>Framework Concept: Rights</i> State and national governments have a</p>	<p>Review Questions Workbook/ Reading support</p>

FAME Public Charter School

Scope and Sequence: Grade Third

		<ul style="list-style-type: none"> three parts of the national government. 3. Recognize the purpose of state and national constitutions. 4. Understand the origins of, and procedure for electing the President of the United States. 	body of lawmakers, an elected leader, and courts.	
	Lesson 4: Good Citizenship	<ul style="list-style-type: none"> 1. Define good citizenship and discuss who is expected to show good citizenship. 2. Understand rights and duties of citizenship. 	<i>Framework Concepts: Rights and Values</i> Good citizenship is using the rights of citizenship and helping to make the community a better place to live.	Review Questions Workbook/ Reading support
	Chapter Review			Chapter Test
12 Our Holidays and Symbols Estimated Time Frame (#of Days): 7-9	Lesson 1: Celebrating Our Land	<ul style="list-style-type: none"> 1. Explain the significance of Arbor Day. 2. Identify some national holidays and their significance. 3. Write a summary. 	<i>Framework Concept: Culture</i> People in the United States celebrate national and state holidays.	Review Questions Workbook/ Reading support
	Lesson 2: National Symbols	<ul style="list-style-type: none"> 1. Tell why we have national symbols. 2. Identify the meaning of the following national symbols: eagle, Liberty Bell, 	<i>Framework Concept: Culture</i> National symbols remind us of important ideas and beliefs and show our good feelings	Review Questions Workbook/ Reading support

FAME Public Charter School

Scope and Sequence: Grade Third

		flag.	about our country.	
	Chapter Review			Chapter Test