



Grade 3
History-Social Science Curriculum Guide
2018-19

Paramount Unified School District
Educational Services

2018-19 History-Social Science Curriculum Guide: Grade 3—Our Communities

Unit 1 - Land and Water in Your Area

Weeks 1-4

| <u>Unit Resources pg. 14T9</u> | <u>Assessment</u> |
|---|---|
| Study Journal <i>Student Edition (SE)</i> pgs. 1-2 Unit Project pgs. 2T2 Content Readers pg. 14T10 Read-Aloud Literature pg. 14T11 School-to-Home Newsletters pgs. 14T13-14 Vocabulary Cards pgs. 14T15-16 | Lesson 1 p. 8T6 Lesson 2 p. 14T6 Unit Assessment p. 14T21 – 14T24 |

| <u>Content</u> H/SS Standards | <u>Vocabulary</u> (*key vocabulary) | <u>Materials</u> Text Path Active Path | | <u>Thinking Maps</u> Suggested Applications | <u>Universal Access</u> (Active Participation) | <u>Other Resources</u> (Technology) |
|---|---|--|----------------------|--|--|---|
| 1.1 3.1.1 What are the land and water like in your area? | region geography | pg. 3T4 50 mins <i>SE</i> pgs. 3-8 | pg. 8T2 100 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 3T3 A.P.: -Telephone Game | DVD: <i>California's Regions</i> Digital Path pg. 8T1 50 mins Transparencies pgs. 3-8 Lesson Assessment pg. 8T6 |
| 1.2 3.1.2 How have people used the land in your region? | resource environment dam flood canal protect | pg. 9T4 50 mins <i>SE</i> pgs. 5-8 | pg. 14T4 100 mins | (Continued from above) | Universal Access pg. 9T3 A.P.: -Mix-Freeze-Match | DVD: <i>Using Regional Resources</i> Digital Path pg. 14T1 50 mins Transparencies pgs. 5-8 Lesson Assessment pg. 14T6 |

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Unit 2 - California Indians Past and Present

Weeks 5-12

| <u>Unit Resources pg. 64T11</u> | <u>Assessment</u> |
|---|--|
| Study Journal <i>Student Edition (SE)</i> pgs. 15-16 Unit Project pgs. 16T2 Content Readers pg. 64T12 Read-Aloud Literature pg. 64T13 School-to-Home Newsletters pgs. 64T15-16 Vocabulary Cards pgs. 64T19-22 Biography Cards pgs. Time Line Cards pgs. 64T17-18 | Lesson 1 p. 28T8 Lesson 2 p. 40T6 Lesson 3 p. 52T6 Lesson 4 p. 64T8 Unit Assessment p. 64T27 – 64T30 |

| <u>Content</u> H/SS Standards | <u>Vocabulary</u> (*key vocabulary) | <u>Materials</u> Text Path Active Path | <u>Thinking Maps</u> Suggested Applications | <u>Universal Access</u> (Active Participation) | <u>Other Resources</u> (Technology) |
|---|---|---|---|--|---|
| 2.1 3.2.1 How are California Indians in your region alike and different? | custom folklore tradition ceremony | pg. 17T4 two 50-min sessions <i>SE</i> pgs. 17-28 | pg. 28T2 two 50-min sessions Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 17T3 A.P.: Think/Pair/Share | DVD: <i>California Indians: An Overview</i> Digital Path pg. 28T1 50 mins Transparencies pgs. 17-28 Lesson Assessment pg. 28T8 |
| 2.2 3.2.2 How have California Indians lived in their environment? | weather adapt climate | pg. 29T4 two 50-min sessions <i>SE</i> pgs. 29-40 | pg. 40T2 two 50-min sessions | Universal Access pg. 29T3 A.P.: Snowball | DVD: <i>California Indians and their Environment</i> Digital Path pg. 40T1 50 mins Transparencies pgs. 29-40 Lesson Assessment pg. 40T6 |

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Unit 2 – California Indians Past and Present

Weeks 5-12

| Content H/SS Standards | | Vocabulary (*key vocabulary) | Materials Text Path Active Path | | Thinking Maps Suggested Applications | Universal Access (Active Participation) | Other Resources (Technology) |
|----------------------------------|---|---|---|------------------------------------|---|--|--|
| 2.3 3.2.3 | How do California Indian groups function? | reservation government laws constitution economy | pg. 41T4 two 50-min sessions <i>SE</i> pgs. 41-52 | pg. 52T2 two 50-min sessions | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 41T3 A.P.: -Cloze sentences | DVD: <i>California Indians: Systems of Order</i> Digital Path pg. 52T1 50 mins Transparencies pgs. 41-52 Lesson Assessment pg. 52T6 |
| 2.4 3.2.4 | How did Europeans change life for California Indians? | interact settler cooperate conflict mission religion | pg. 53T4 two 50-min sessions <i>SE</i> pgs. 53-64 | pg. 64T2 two 50-min sessions | | Universal Access pg. 53T3 A.P.: -Numbered Heads Together | DVD: <i>California Indians: Interaction with Settlers</i> Digital Path pg. 64T1 50 mins Transparencies pgs. 53-64 Lesson Assessment pg. 64T8 |

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Unit 3 - Your Community Over Time

Weeks 13-24

| <u>Unit Resources pg. 82T9</u> | <u>Assessment</u> |
|--|--|
| Study Journal <i>Student Edition (SE)</i> pgs. 65-66 Unit Project pgs. 66T2 Content Readers pg. 82T10 Read-Aloud Literature pg. 82T11 School-to-Home Newsletters pgs. 82T13-14 Time Line Cards pgs. 82T15-16 Vocabulary Cards pgs. 82T17-18 Biography Cards pgs. 82T19-20 | Lesson 1 p. 72T6 Lesson 2 p. 76T6 Lesson 3 p. 82T6 Unit Assessment p 82T23 -82T26 |

| <u>Content</u> H/SS Standards | <u>Vocabulary</u> (*key vocabulary) | <u>Materials</u> Text Path Active Path | | <u>Thinking Maps</u> Suggested Applications | <u>Universal Access</u> (Active Participation) | <u>Other Resources</u> (Technology) |
|--|---|---|---------------------------------|---|---|---|
| 3.1 3.3.1 Who has come to your region? | explorer culture | pg. 67T4 50mins <i>SE</i> pgs. 67-72 | pg. 72T2 two 50-min sessions | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. | Universal Access pg. 67T3 A.P.: -Story Frame or Map | DVD: <i>Exploring California</i> Digital Path pg. 72T1 50mins Transparencies pgs. 67-72 Lesson Assessment pg. 72T6 |
| 3.2 3.3.2 How did early settlers affect your regions economy? | ownership property laborer good service | pg. 73T4 35 mins <i>SE</i> pgs. 73-76 | pg. 76T2 two 50-min sessions | <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 73T3 A.P.: -Storyboard | DVD: <i>California’s Early Economies</i> Digital Path pg. 76T1 50 mins Transparencies pgs. 73-76 Lesson Assessment pg. 76T6 |

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Unit 3 - Your Community Over Time

Weeks 13-24

| <u>Content</u> | | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> |
|---------------------|--|-------------------|---|---------------------------------|------------------------|--|---|
| H/SS Standards | | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) |
| 3.3 3.3.3 | How have people helped places in your region grow? | community founded | pg. 77T4 50 mins <i>SE</i> pgs. 77-82 | pg. 82T2 two 50-min sessions | | Universal Access pg. 77T3 A.P.: -Stand up/sit down | DVD: <i>The Growth of California's Communities</i> Digital Path pg. 82T1 50 mins Transparencies pgs. 77-82 Lesson Assessment pg. 82T6 |

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Unit 4 - Rules and Laws

Weeks 25-32

| <u>Unit Resources pg. 114T9</u> | <u>Assessment</u> |
|--|---|
| Study Journal <i>Student Edition (SE)</i> pgs. 83-84 Unit Project pgs. 84T2 Content Readers pg. 114T10 Read-Aloud Literature pg. 114T11 School-to-Home Newsletters pgs. 114T13-14 Time Line Cards pgs. 114T15-16 Vocabulary Cards pgs. 114T17-22 Biography Cards pgs. 114T23-24 | Lesson 1 p. 88T6 Lesson 2 p. 92T6 Lesson 3 p. 98T6 Lesson 4 p. 102T6 Lesson 5 p. 106T6 Lesson 6 p. 114T6 Unit Assessment p. 114T27 – 114T30 |

| <u>Content</u> H/SS Standards | <u>Vocabulary</u> (*key vocabulary) | <u>Materials</u> Text Path Active Path | | <u>Thinking Maps</u> Suggested Applications | <u>Universal Access</u> (Active Participation) | <u>Other Resources</u> (Technology) |
|----------------------------------|--|---|---------------------------------|---|---|---|
| 4.1 3.4.1 | How do rules and laws help people live together? citizen right responsibility obey | pg. 85T4 35mins <i>SE</i> pgs. 85-88 | pg. 88T2 two 50-min sessions | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. | Universal Access pg. 85T3 A.P.: -Think/Pair/Share | DVD: <i>Laws and Citizenship</i> Digital Path pg. 88T1 50 mins Transparencies pgs. 85-88 Lesson Assessment pg. 88T6 |
| 4.2 3.4.2 | Why is being a good citizen important? vote volunteer taxes | pg. 88T4 35 mins <i>SE</i> pgs. 89-92 | pg. 92T2 two 50-min sessions | <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 89T3 A.P.: - Four Corners | DVD: <i>Good Citizenship</i> Digital Path pg. 92T1 50 mins Transparencies pgs. 89-92 Lesson Assessment pg. 92T6 |
| 4.3 3.4.3 | What brings out communities and country together? symbol freedom pride landmark heritage unite | pg. 93T4 50mins <i>SE</i> pgs. 93-98 | pg. 98T2 50 mins | <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 93T3 A.P.: -Mix-Freeze-Match | DVD: <i>State and National Symbols</i> Digital Path pg. 98T1 50 mins Transparencies pgs. 93-98 Lesson Assessment pg. 98T6 |

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Unit 4 - Rules and Laws

Weeks 25-32

| <u>Content</u> | | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> |
|---------------------|--|---|--|-------------------------------------|--|---|--|
| H/SS Standards | | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) |
| 4.4 3.4.4 | How does government work? | legislator Congress veto mayor | pg. 99T4 35 mins <i>SE</i> pgs. 99-102 | pg. 102T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping | Universal Access pg. 99T3 A.P.: -Think/Pair/Share | DVD: <i>The Three Branches of Government</i> Digital Path pg. 102T1 50 mins Transparencies pgs. 99-102 Lesson Assessment pg. 102T6 |
| 4.5 3.4.5 | How do states, American Indians, and our country's government work together? | senator federal governor legislature | pg. 103T4 35 mins <i>SE</i> pgs. 103-106 | pg. 106T2 50 mins | <ul style="list-style-type: none"> • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect | Universal Access pg. 103T3 A.P.: -Snowball | DVD: <i>Governments in Action</i> Digital Path pg. 106T1 50 mins Transparencies pgs. 103-106 Lesson Assessment pg. 106T6 |
| 4.6 3.4.6 | How have people worked for freedom? | risk secure civil rights | pg. 107T4 two 35-min sessions <i>SE</i> pgs. 107-114 | pg. 114T2 two 50-min sessions | <ul style="list-style-type: none"> • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 107T3 A.P.: -Whip Around -Pass Option | DVD: <i>American Heroes</i> Digital Path pg. 114T1 50 mins Transparencies pgs. 107-114 Lesson Assessment pg. 114T6 |

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Unit 5 - The Economy of Your Region

Weeks 34-39

| <u>Unit Resources pg. 134T9</u> | <u>Assessment</u> |
|---|--|
| Study Journal <i>Student Edition (SE)</i> pgs. 115-116 Unit Project pgs. 116T2 Content Readers pg. 134T10 Read-Aloud Literature pg. 134T11 School-to-Home Newsletters pgs. 134T13-14 Vocabulary Cards pgs. 134T15-18 Biography Cards pgs. 134T19-20 | Lesson 1 p. 122T6 Lesson 2 p. 126T6 Lesson 3 p. 130T8 Lesson 4 p. 134T6 Unit Assessment p. 134T25 – 134T28 |

| <u>Content</u> | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> | |
|---------------------|------------------------------------|---|--|----------------------------------|---|---|---|
| H/SS Standards | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) | |
| 5.1 3.5.1 | What kinds of resources do we use? | producer consumer | pg. 117T4 50 mins <i>SE</i> pgs. 117-122 | pg. 122T2 two 50-min sessions | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 117T3 A.P.: -Clock Appointment | DVD: <i>Resources</i> Digital Path pg. 122T1 50 mins Transparencies pgs. 117-122 Lesson Assessment pg. 122T6 |
| 5.2 3.5.2 | Where are goods made? | import export | pg. 123T4 35 mins <i>SE</i> pgs. 123-126 | pg. 126T2 two 50-min sessions | <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 123T3 A.P.: -Roll the Dice | DVD: <i>Where Goods are Made</i> Digital Path pg. 126T1 50 mins Transparencies pgs. 123-126 Lesson Assessment pg. 126T6 |
| 5.3 3.5.3 | How do we decide what we want? | earn choice savings income budget | pg. 127T4 35 mins <i>SE</i> pgs. 127-130 | pg.130T2 two 50-min sessions | <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 127T3 A.P.: -3-Word Summaries | DVD: <i>Making and Using Money</i> Digital Path pg. 130T1 50 mins Transparencies pgs. 127-130 Lesson Assessment pg. 130T8 |

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Unit 5 - The Economy of Your Region

Weeks 34-38

| Content H/SS Standards | | Vocabulary (*key vocabulary) | Materials Text Path Active Path | | Thinking Maps Suggested Applications | Universal Access (Active Participation) | Other Resources (Technology) |
|----------------------------------|--|--|--|----------------------------------|---|--|---|
| 5.4 3.5.4 | How does your work in school help you? | prepare effort | pg. 131T4 35 mins SE pgs. 131-134 | pg. 134T2 two 50-min sessions | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 131T3 A.P.: -Reflection/Summary Writing | DVD: <i>School is Cool</i> Digital Path pg. 134T1 50 mins Transparencies pgs. 131-134 Lesson Assessment pg. 134T6 |