

1st Trimester	2nd Trimester	3rd Trimester
Aug 375 AD <b>CCSS.HIS.3.1.1-2</b> <ul style="list-style-type: none"> <li>● SW ch 1 Fall of Rome</li> <li>● SW Ch 2 Barbarians BCM 6-9 Attila</li> </ul> Sept 550 AD <b>CCSS.HIS.3.4.1-2</b> <ul style="list-style-type: none"> <li>● BCM 26- 31 Barbs in Britan/ King Arthur 1-30</li> <li>● King Arthur 30-60</li> <li>● King Arthur 60-100</li> </ul> Oct 430-610AD <b>CCSS.HIS.3.4.4</b> <ul style="list-style-type: none"> <li>● BCM 42-45 <u>St. Benedict</u> SWCh3 <u>Augustine</u> monastery</li> <li>● SW Ch 6 Islam BCM 70-79 Muhammad</li> <li>● SW ch 7 Islam 59-64 SW Ch 8 Tang Dynasty</li> <li>● Day of the Dragon King 1-35</li> </ul>	Nov 570-632 AD <b>CCSS.HIS.3.5.1,2</b> <ul style="list-style-type: none"> <li>● Day of the Dragon 36-68</li> <li>● SW Ch 12 Islamic Invasion SW Ch 14 Norse Myths</li> <li>● SW Ch 15 Vikings Viking Ships at Sunrise 1-35</li> <li>● Viking Ships 36-68</li> </ul> Dec 793 AD <b>CCSS.HIS.3.5.3</b> <ul style="list-style-type: none"> <li>● Viking Ships 69-98</li> </ul> Jan 800 AD <b>CCSS.HIS.3.5.4</b> <ul style="list-style-type: none"> <li>● SW Ch 16 Castles SW Ch 17 Knights &amp; Samurai</li> <li>● The Knight at Dawn 1-33 <u>St. Francis &amp; St. Clare</u></li> <li>● The Knight at Dawn 34-68 St. George</li> </ul> Feb 1100 AD <b>CCSS.HIS.3.4.4</b> <ul style="list-style-type: none"> <li>● SW Ch 18 Crusades SW Ch 19 Robin Hood</li> <li>● <u>St. Joan of Arc</u> SW Ch 21 Genghis Kahn</li> </ul>	Mar 1300-1400 <b>CCSS.HIS.3.2.1-4</b> <ul style="list-style-type: none"> <li>● SSW California Indian Groups W8</li> <li>● SSW California Indians- How they lived W9</li> <li>● SSW California Indians- Culture W9</li> </ul> April 1492-1500s <b>CCSS.HIS.3.3.1-3</b> <ul style="list-style-type: none"> <li>● SSW Explorers W12</li> <li>● SSW Settlers W13</li> <li>● SSW Relationships W15</li> <li>● SSW Cultural Traditions W18</li> </ul> May 1600-today <b>CCSS.HIS.3.4.3, 5-6</b> <ul style="list-style-type: none"> <li>● SSW National Landmarks W25</li> <li>● SSW Government W21</li> </ul>

SW= Story of the World

BCM- Barbarians, Christians, Muslims

SSW= Social Studies Weekly

#### Novels

- King Arthur and the Knights of the Round Table
- Day of the Dragon King
- Viking Ships at Sunrise
- The Knight at Dawn

## Continuity and Change

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Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

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### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
  2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
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### **3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

### **3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

### **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
  2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
  3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
  4. Understand the three branches of government, with an emphasis on local government.
  5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
  6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
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### **3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.