



**Scope and Sequence  
Social Studies Grade 3**

**1<sup>st</sup> Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<b>1<sup>st</sup> week</b>	<b>Welcome</b> <b>Survey – getting to know you</b> <b>Collect &amp; log Supplies received</b> <b>Classroom Rules</b> <b>Curriculum overview</b>	Skill—Create and write a postcard about your favorite community activity  Review 2 <sup>nd</sup> Grade Vocabulary	
<b>2<sup>nd</sup> week</b>	Chapter 1 Lesson 1  What makes a good community?  Lesson 2  Where Communities are located?  Communities in Regions	Identify Understand common characteristics of communities, past and present. Identify the ways in which communities are the same and different.  Interpret print material by identifying the main idea and details  Skill-Bring in pictures and share information about the community which you are from. Write a letter to someone describing your family and community.  <i>Identify</i> ways in which people in the local community and other communities meet their needs for transportation and recreation Describe and explain variations in the physical environment including natural resources. Identify and compare the human characteristics of various regions.  Project Skill-Make a mobile or tourist brochure that includes recreational activities found in your community.	TEKS 1.A, 2.A, 2.B, 3.A, 17.D  TEKS 2.8  TEKS 5.A  TEKS 5.B,5.C, 5.D, 17.E, 17.F, 18.B



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<p style="text-align: center;"><b>3<sup>rd</sup> week</b></p>	<p>Maps and Globes</p> <p>Measuring Distances</p> <p>Grid Maps, Regions Maps, Maps and Globes, Latitude and Longitude</p>	<p>Use vocabulary related to chronology, including past and present times.</p> <p>Compare how people in different communities adapt to the physical environment in which they live.</p> <p>Use a map scale to determine the distance between place on maps and globes.</p> <p>How to use different types of maps? Cardinal directions, intermediate direction, map symbols</p> <p>Locate and label your community on the map.</p> <p>How to find the absolute location of a place on a map.</p> <p>Locate and identify lines of latitude and longitude and identify which lines make up the grid system on maps and globes.</p>	<p>TEKS 5.C, 5.D, 17E, 17.F,18.B</p> <p>Review and Assess</p>
<p style="text-align: center;"><b>4<sup>th</sup> week</b></p>	<p>A Rural Community</p> <p>A Suburban Community</p> <p>Lesson 2</p> <p>An Urban Community</p>	<p>Describe how individuals, events, and ideas have changed communities in the past</p> <p>Describe how individuals contributed to the expansion or creation of communities</p> <p>Create visuals including graphic organizers</p> <p>Skill-Create a graphic organizer comparing a rural and suburban community</p> <p>Compare and contrast, how rural, suburban, and urban communities are like.</p>	<p>TEKS 2.B</p> <p>TEKS 17.D, 2.C</p> <p>TEKS 2.B</p> <p>TEKS 17.D, 2.C</p>



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<b>5<sup>th</sup> week</b>	<p>Chapter 2</p> <p>Our Environment: Land and Water, Weather, climate, and forces of Nature</p>	<p>Explain how land and water change from place to place.</p> <p>Explain how climate affects the land, plants, and animals. Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</p>	<p>TEKS 4.A, 5.C, 5.D</p> <p>TEKS 4.A, 4.B, 4.C, 18.B, 18.C</p>
<b>6<sup>th</sup> week</b>	<p>Chapter 2</p> <p>Our Environment:  Map Skills, Interpret Maps</p>	<p>Explain how to read elevation map. Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.</p>	<p>TEKS 4.A, 5.C, 5.D</p> <p>TEKS S17.E</p>
<b>7<sup>th</sup> week</b>	<p>Chapter 2</p> <p>Lesson 3: Using Earth Resources</p>	<p>Water is important to all living things; write how you use water and how natural resources are used.</p>	<p>TEKS 17.C, 18.A, 13.A, 13.C</p>
<b>8<sup>th</sup> week</b>	<p>Chapter 2</p> <p>Lesson 4</p> <p>Interacting with the Environment</p>	<p>Identify and explain the importance of how people affect the environment. Compare ways in which various other communities meet their needs.</p>	<p>TEKS 2.C</p> <p>TEKS 4.A, 4.B, 4.C, 4.E, 12.B, 19.B</p>
<b>9<sup>th</sup> week</b>	<p>Lesson 4</p> <p>Interacting with the Environment</p>	<p>Describe how individuals, events, and ideas have changed communities. Identify and explain the importance of how people affect the environment. Compare ways in which various other communities meet their needs.</p>	<p>TEKS 2.C</p> <p>4.A, 4.B, 4.C, 4.E, 12.B, 19.B</p>



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2nd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<b>1<sup>st</sup> week</b>	<p>Chapter 3 Communities build a Nation</p> <p>Lesson 1: American first people</p>	<p>Explain how geography influences communities and how the past connects to the present.</p> <p>Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</p> <p>Compare ethnic and/or cultural celebrations in the local community with other communities.</p> <p>Identify various writers and artists and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities.</p> <p>Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p> <p>Research Project-Create a poster comparing and contrasting a celebration in the textbook with a local celebration in Texas.</p> <p>Describe how individuals, events, and ideas have changed communities</p>	<p>TEKS 2.C, 3.A, 15.A, 15.B</p>
<b>2nd week</b>	<p>Lesson 2: Early Explorers</p>	<p>Identify and learn the causes and effects of European exploration.</p> <p>Describe how individuals, including Christopher Columbus, have contributed to the creation of new communities</p> <p>Interpret and create visuals, including graphs and maps</p> <p>Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches</p> <p>Skill-Create a three-column chart or have pairs of students describe the explorers' routes using a map</p>	<p>TEKS 1.A</p> <p>TEKS 1.C, 3.A,3.C, 17.B</p>



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<p style="text-align: center;"><b>3<sup>rd</sup> Week</b></p>	<p>Lesson 3: Early Spanish Communities</p>	<p>Describe how individuals have contributed to the creation of new communities by identifying cause and effect Identify and use symbols to locate places on maps</p> <p>Skill-Draw a locator map that shows the location of their state on an outline map of the U.S.</p>	<p>TEKS 1.A</p> <p>TEKS 1.C, 3.A,3.C, 17.B</p> <p>Review and Assess</p>
<p style="text-align: center;"><b>4<sup>th</sup> week</b></p>	<p>Lesson 4: Early French Communities</p>	<p>Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards. Describe how individuals have contributed to the creation of new communities Apply the terms year, decade, and century to describe historical times Interpret and create visuals, including timelines</p> <p>Skill-Create a time line of major events. Compare the causes and effects of these events</p>	<p>TEKS 1.A</p> <p>TEKS 1.B, 2.A, 2.B</p> <p>TEKS 3.C</p> <p>TEKS 4.A.4.B, 17.B</p>
<p style="text-align: center;"><b>5<sup>th</sup> week</b></p>	<p>Early English Communities</p>	<p>Identify ways in which people in communities meet their needs for government Identify and describe individuals who have helped shape and create communities.</p> <p>Skill-Draw and caption illustrations representing the French and English settlements</p>	<p>TEKS 1.A, 1.B,1.C, 2.A</p>



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<b>6<sup>th</sup> week</b>	Chapter 4: U.S Government  Lesson 1: Our Constitutional Republic	Describe how individuals, events, and ideas have changed communities, past and present. Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.  Describe the basic structure of government in the local community, state, and nation. Identify services commonly provided by local, state, and national governments.  Identify the purpose of Declaration of Independence and the U.S constitution, including the Bill of Rights. Express ideas orally based on knowledge and experiences. Conduct a mock election for class president.	TEKS 1.A, 2.A, 9.A, 9.C, 10.A, 17.C, 18.A  Review and Assess
<b>7<sup>th</sup> week</b>	Lesson 2: Branches of Government	Describe the basic structure of government in the local community, state, and nation. Identify services commonly provided by local, state, and national governments. Identify local, state, and national government officials and explain how they are chosen. Explain how local, state, and national government services are financed.	TEKS 9.A, 9.B, 9.D, 17.A
<b>8<sup>th</sup> week</b>	Lesson 3: Levels of Government	Describe the basic structure of government in the local community, state, and nation. Identify services commonly provided by local, state, and national governments. Identify local, state, and national government officials and explain how they are chosen. Explain how local, state, and national government services are financed.  Describe and explain the importance of the concept of “consent of the governed “as it relates to the functions of local, state, and national government.	TEKS 9.A, 9.B, 9.C, 9.D, 10.B



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<b>9<sup>th</sup> week</b>	Critical Thinking Compare viewpoints	<p>Describe the basic structure of government in the local community, state, and nation. Identify services commonly provided by local, state, and national governments. Identify local, state, and national government officials and explain how they are chosen. Explain how local, state, and national government services are financed.</p> <p>Describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government.</p>	<p>TEKS 9.A, 9. B, 9.C, 9.D, 10.B</p> <p>Review and Assess</p>
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3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<b>1<sup>st</sup> week</b>	Unit 5 Lesson 1  Good citizens, Good Deeds	Describe how individuals, events, and ideas have changes communities, past and present. Identify services commonly provided by local, state, and national governments. Identify local, state, and national government officials and explain how they are chosen. Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.	1.A, 2.A, 9.A, 9.C, 10.A, 17.C, 18.A
<b>2<sup>nd</sup> week</b>	Lesson 2	Describe how individuals have contributed to the creation of new communities. Describe how individuals, events, and ideas have	TEKS 1.A, 11.B, 12.A, 12.B, 12.C



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3rd Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	Taking Actions for our Rights	changes communities, past and present. Interpret oral, visual, and print material by identifying cause and effect. Give examples of community changes that result from individual or group decisions, and the actions individuals and group can take to improve the community.	17.C
3 <sup>rd</sup> week	Lesson 3  Taking Actions for our Cause	Describe how individuals have contributed to the creation of new communities. Give examples of community changes that result from individual or group decisions, and the actions individuals and group can take to improve the community. Give an example of nonprofit and/or civic organizations such as Red Cross and explain how they serve the common good. Interpret oral, visual, and print material by identifying cause and effect.	TEKS 1.A, 11.B, 12.A, 12.B, 12.C, 17.C
4 <sup>th</sup> week	Chapter 6: A growing Nation  Lesson 1: New ways to Travel	Explain how new ways of traveling have changed people’s lives. Identify ways in which people in communities meet their needs for transportation, government, education, communication, and recreation. Interpret oral, visual, and print material by identifying cause and effect, fact and opinion, comparing and contrasting.  Use various parts of a resource, including the table of contents, glossary, and index as well as keyword internet searches, to locate information.	TEKS 1.A, 2.B, 17.C, 17.D  Review and Assess
5 <sup>th</sup> week	Chapter 6,  Lesson 2: A new home in America	Describe how individuals and events have changed communities. Identify scientists or inventors who have created or invented new technology. Interpret and create visuals, including graphs, charts,	TEKS 1.A, 2.B, 3.A, 16.A, 16.B, 17.E



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**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	A new home in America	<p>table, timelines, illustrations, and maps.</p> <p>Identify ways in which people in communities meet their needs for transportation. Explain how people’s lives change when they move to a new country.</p> <p>Skill-Write five sentences comparing and contrasting different forms of transportation in the past and present</p>	
6 <sup>th</sup> week	<p>Lesson 3</p> <p>New ways to communicate</p>	<p>Identify ways in which people in communities meet their needs for communication</p> <p>Interpret and create visuals, including graphs.</p> <p>Describe how individuals and events have changed communities</p> <p>Identify scientists or inventors who have created or invented new technology. Interpret and create visuals, including graphs, charts, table, timelines, illustrations, and maps.</p> <p>Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p>	TEKS 1.A, 2.B, 3.A, 16.A, 16.B, 17.E
7 <sup>th</sup> week	<p>Lesson 4</p> <p>New Ideas</p>	<p>Identify ways in which people in communities have meet their needs for communication</p> <p>Identify scientists and inventors who have created or invented new technology.</p> <p>Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p> <p>Interpret and create visuals, including graphs.</p> <p>Skill-Write a paragraph explaining why people say we are in the Information Age and give relevant examples</p>	TEKS 8.E, 14.A, 16.A, 16.B, 17.B, 17.D, 18.B



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**3rd Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
<b>8<sup>th</sup> week</b>	Chapter 7 Working in our communities Lesson 1: Meeting our Needs and Wants	Create a simple budget that allocates money for spending, saving, and donating. Define and identify examples of Scarcity. Use a decision- making process to identify a situation that require a decision, gather information, identify options, predict consequences, and take action to implement a decision.	TEKS 6.A, 7.A, 19.B
<b>9<sup>th</sup> week</b>	Chapter 7, Lesson 2  Producers and Consumers Lesson 3  Exchanging Goods and Services	Explain the impact of scarcity on the production, distribution, and consumption of goods and services. Explain how the cost of production and selling price affect profits. Explain how government regulations and taxes impact consumer cost. Explain the concept of a free market as it relates to the U.S Enterprise system. Identify examples of how a simple business operates. Explain ideas orally based on knowledge and experiences.	TEKS 7.B,8.C, 8.D



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**4th Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 <sup>st</sup> week	Lesson 4  Spending and Saving	Identify ways of earning, spending, saving, and donating money. Create a simple budget that allocates money for spending, saving, and donating money. Interpret oral, visual, and printed material by identifying the main idea, distinguishing between fact and opinion, identify cause and effect, and compare and contrasting.  Skill-Analyze a budget and identify ways children at the school might earn money needed	TEKS 6.A, 6.B, 17.C
2 <sup>nd</sup> week	-Chapter 7,  Lessons 5  Many different Jobs	Identify examples of how a simple business operates. Interpret oral, visual, and printed material by identifying the main idea, distinguishing between fact and opinion; identify cause and effect, and compare and contrasting.	TEKS 8.A, 17.C
3 <sup>rd</sup> week	Chapter 8  Celebrating our communities  Lesson1: People and Culture	Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains. Identify and compare the human characteristics of various regions. Identify various individual writers and artist and their stories and poems, statues, and paintings and other examples of cultural heritage from various communities.	TEKS 4.B, 4.E, 15.A, 15.B



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**4th Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
4 <sup>th</sup> week	Chapter 8, Lesson 2 Culture Through the Arts	Identify various individual writers and artist and their stories and poems, statues, and paintings and other examples of cultural heritage from various communities.	TEKS 15.A, 15.B
5 <sup>th</sup> week	Lesson 3 Cultural Celebrations	<p>Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. Compare ethnic and /or cultural celebrations in the local community with other communities.</p> <p>Identify various individual writers and artist and their stories and poems, statues, and paintings and other examples of cultural heritage from various communities.</p>	<p>TEKS 13.A, 13.B, 15.A, 15.B</p> <p>Review and Assess</p>
6 <sup>th</sup> week	Our Nation’s Diversity	<p>Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. Compare ethnic and /or cultural celebrations in the local community with other communities.</p> <p>Identify various individual writers and artist and their stories and poems, statues, and paintings and other examples of cultural heritage from various communities.</p>	TEKS 13.A, 13.B, 15.A, 15.B
7 <sup>th</sup> week	Our National Heroes:	Celebrate Freedom, Declaration of Independent, civic Responsibility, Helen Keller, Ruby Bridges	TEKS 10.A, 11.A, 11.B, 11.C, 17.E, 18.B



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4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
8 <sup>th</sup> week	Research Project	<p>Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p> <p>Skill-Research and present a report.</p>	
9 <sup>th</sup> week	Research project cont'		