

Havre Public Schools
Third Grade Social Studies

Course Information:

Topic: Social Studies
Grade Level: 3
Length: Full Year

Essential Understanding:

Briefly describe what the course pertains to, including a brief overview of the content. A course outline could be placed here.

In Grade 3, instructional time should focus on four critical areas: (1) civics and government; (2) economics; (3) geography; (4) history

Theme Samples:

This section should include overarching themes that are content specific. This part of the template is optional.

Themes in civics and government for third grade are as follows: Local, tribal government responsibilities, procedures, American symbols, IEFA tribal symbols, justice, freedom, symbols, rules, laws.

Themes in economics for third grade are as follows: trade, cost, wants v. needs, saving and spending, human and natural resources, goods and services.

Themes in geography for third grade are as follows: maps, political and cultural patterns, environmental and technological impacts on humans, land forms

Themes in history for third grade are as follows: tribal nations, perspectives of historical events.

Course Objectives and Expectations:

This should contain skills that students will be exposed to throughout the course. These skills may or may not be content specific.

For Social Studies ex. When a district incorporates or integrates social studies content into district curriculum or offers a course in social studies, the following skills at each grade level apply:

1. develop questions
2. plan inquiries
3. compare and evaluate sources for relevance, perspective, and accuracy

4. use sources to gather evidence to develop and refine claims
5. communicate conclusions
6. take informed action

Student Objectives:

Student objectives should be measurable and phrased in student-friendly terms- “Students will...” or “I can” statements should be listed in this section. Use of “Havre’s 12 powerful words” is expected.

- I can describe the duties of the local and tribal governments.
- I can analyze the different civic duties of U.S. citizens.
- I can explain important symbols of various Native American tribes of Montana
- I can research the importance of the key symbols of the United States.
- I can compare and contrast wants and needs.
- I can formulate reasons for trade in the past and present.
- I can summarize the benefits for saving money.
- I can describe how goods are created from human and natural resources.
- I can describe how local services benefit communities.
- I can examine maps and identify historical, political and cultural patterns in the U.S.
- I can identify different landforms across America.
- I can summarize how the environment, technology, and humans have impacted on another.
- I can identify the original and current names of Montana tribes.
- I can compare perspectives of historical events and explain how story-telling may be different from person to person.

Pacing and Pertinent Montana Content Standard: Pacing of the course should be included, with the applicable content standards. Technology standards should also be considered here.

Third-Grade Pacing Guide

	<i>Standard</i>	<i>Lessons</i>	<i>Materials</i>
<i>TRIMESTER 1</i>	<p>3.a. examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas</p> <p>4.a. identify tribes in Montana by their original and current names</p> <p>4.b. explain how perspective impacts the telling of historical events</p> <p>1.c. identify key symbols of nations</p>	<ul style="list-style-type: none"> ● Daily Geography ● Local, tribal government responsibilities, procedures ● IEFA – tribes and reservations ● IEFA tribal symbols (seals, flags) ● Biographies ● Unit 4 Reading Street (talents, firsts, unique skills) ● American symbols ● Unit 6 Reading Street (freedom, symbols, rules, laws) 	<ul style="list-style-type: none"> ● IXL (Subskills A, B, C) ● Harcourt textbook ● Scholastic texts ● TPT supplements ● Scholastic news magazines ● National Geographic text sets ● Reading Street textbook <ul style="list-style-type: none"> a. Pearson Realize (online) ● OPI IEFA Resources ● IXL (Subskills D)
<i>TRIMESTER 2</i>	<p>2.a. compare the benefits and costs of individual choices</p> <p>2.b. identify examples of human and natural resources that are used to produce goods and services</p> <p>2.c. explain economic interdependence within historical and contemporary contexts</p> <p>3.b. identify environmental and technological events and conditions and how humans and the environment impact each other</p> <p>3.c. identify landforms and other physical characteristics of the Americas</p>	<ul style="list-style-type: none"> ● Unit 1 Reading Street (trade, cost, wants v. needs, saving and spending) ● Guest Speaker – Independence Bank (saving and spending) ● Structures of Life ● Weather and Water ● Unit 4.2 Hottest, Coldest (landforms) ● Unit 2 Smart Solutions (Reading Street) 	<ul style="list-style-type: none"> ● Reading Street textbook <ul style="list-style-type: none"> a. Pearson Realize (online) ● Harcourt textbook ● Scholastic news magazines ● TPT supplements ● IXL (Subskills F) ● IXL (Subskills H, I) ● FOSS Next Generation Science Resources ● NGSS packets – earth science and life science ● Student Atlases

	<i>Standard</i>	<i>Lessons</i>	<i>Materials</i>
<i>TRIMESTER</i> 3	<p>1.a. describe and identify the basic functions of local government, including tribal governments</p> <p>1.b. recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections</p>	<ul style="list-style-type: none"> ● Levels of Government ● Constitution <ul style="list-style-type: none"> a. Bill of Rights ● Mock Elections ● Unit 6 Reading Street (freedom, symbols, rules, laws) 	<ul style="list-style-type: none"> ● Reading Street textbook <ul style="list-style-type: none"> a. Pearson Realize (online) ● Harcourt textbook ● Scholastic news magazines ● TPT supplements ● Different levels of government texts ● IXL (Subskills E)

SOCIAL STUDIES CONTENT STANDARDS DRAFT RECOMMENDATION 2.10.2020 OPI
K-12 Content Standards and Revision |REVISED DRAFT for Economic Impact

http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182

THE SOCIAL STUDIES CONTENT STANDARDS FOR THIRD GRADE

1. The civics and government content standards for third grade are that each student will:
 - a. describe and identify the basic functions of local government, including tribal governments
 - b. recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections
 - c. identify key symbols of nations

2. The economics content standards for third grade are that each student will:
 - a. compare the benefits and costs of individual choices
 - b. identify examples of human and natural resources that are used to produce goods and services
 - c. explain economic interdependence within historical and contemporary contexts

3. The geography content standards for third grade are that each student will:
 - a. examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas
 - b. identify environmental and technological events and conditions and how humans and the environment impact each other
 - c. identify land forms and other physical characteristics of the Americas

4. The history content standards for third grade are that each student will:
 - a. identify tribes in Montana by their original and current names
 - b. explain how perspective impacts the telling of historical events

Course Outline and Assessments:

This section should contain a detailed course outline containing topics taught and assessed. Do not include specific textbook references, chapter numbers, or page numbers.

See table above.

Timeline:

The timeline should include unit titles and the approximate time it will take to teach the unit.

Work outlined in table above.

Resources: List everything here, websites, textbooks, resource manuals, etc.

[SOCIAL STUDIES CONTENT STANDARDS DRAFT RECOMMENDATION 2.10.2020
http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182](http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182)

[K-12-Content-Standards-Social-Studies](#)

[ELA & Literacy Standards- Including Reading Standards for Informational Text \(K-12\) and Reading and Writing Standards for Literacy in History/Social Studies \(6-12\)](#)

[K-12-Content-Standards-English-Language-Arts-Literacy](#)

[Montana Content Standards for ELA and Literacy Appendix: Including ELA and Literacy in History/Social Studies](#)

<http://opi.mt.gov/LinkClick.aspx?fileticket=bPM3H8hvDGM%3d&portalid=182>

[Havre Public Schools Technology Curriculum](#)

[blueponyk12.com Technology Curriculum](http://blueponyk12.com)