

SOCIAL STUDIES – GRADE 3

Course Overview

Focus Areas: *Geography, Ecology, Democratic Citizenship, Economics*

The content of the social studies curriculum is based upon Montana Content Standards for Social Studies 1-6. Students will continue to develop the following skills: the use of maps, globes, graphs, and charts; a basic knowledge and understanding of ecological principles to include the different uses of resources and know the importance of using them effectively and protectively; recognize the influences of resources, climate, and other geographical features; a basic knowledge and understanding of democratic citizenship that includes democratic rights and responsibilities, principles of American Government, community and national history, and economics. Current events will be taught regularly, particularly in the context of the social studies competencies addressed. Students will be expected to develop and apply various strategies including organizing, analyzing applying, and reporting through the context of the course content. Students will engage in a variety of learning experiences that address individual learning styles. Assessment will include written and oral student responses, student-made products, multimedia presentations, teacher observation, objective test, and performance assessment of learning activities and tasks.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
 - Introduction to notes from reading material
2. Demonstrating a Sense of Chronology
 - Practice through historical unit
 - Timeline reading from text
3. Identifying, Classifying and Summarizing Ideas
 - Specific skill activities as they apply to identifying, comparing, and classifying

(Content Strands cont.)

- Practice with group and individual verbal summaries
- B. Communication Skills
 1. Writing and Research
 - Stories
 - Researching information in supplemental material
 - Individual or group reports
 2. Listening and Oral
 - Class discussions
 - Respond to reading material and media
 - Introduce individual or group oral reports
 3. Reading and Vocabulary
 - Focus on basic terminology
 - Text and supplementary reading
- C. Map and Globe Skills
 - Specific map skills
 - Map skills assignments from skills development units
- D. Group Participation Skills
 1. Conflict Resolution
 - Discussions related to classroom events
 - Discussions of community laws and options for conflict resolution
 - Discuss related community events
 2. Simulations
 - Group simulations as they apply to topic areas
 3. Class Discussion
 - On-going part of class
 - Both teacher- and student-developed topics

Social Studies Content Standards and Benchmarks

Standard 1: Students will demonstrate a basic knowledge of geography. (SSCS—3)

Benchmarks

1.1 Students will become familiar with maps and globes. (3.4.1, 3.4.4)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	associate map symbols on a key with real objects and places. a) explain map symbols.	V, W, O, P for all.	I, D
1.1.2	generalize the concept of map scale. a) verbalize use for distance scales. b) explain the need for scale in map making.		I, D
1.1.3	construct a map. a) draw a map of school or home.		I, D

b) generate a representation of a town. 1.1.4 differentiate between state and national boundary lines. a) explain the natural geography which forms some borders. b) discuss reasons for political borders. 1.1.5 interpret information through use of cardinal directions. a) use a compass rose to determine direction. b) identify routes using cardinal and intermediate directions. c) point out a feature which is north. 1.1.6 apply information found on maps. a) compare distances between towns. b) determine shortest route for a trip. 1.1.7 research and evaluate information needed to create a project.		I I, D I
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1.2 Students will interpret information presented on simple graphs. (1.4.1, 3.4.4)

Students will:

Essential Learnings	Assessment	Map
1.2.1 explain data given on tables, graphs and charts—line, pictograph, bar, pie. a) rephrase information in original wording.	V, W, O, P for all.	D
1.2.2 compare information given on graphs. a) select increasing trends. b) restate information in another format.		I, D
1.2.3 apply information found on graphs. a) develop plan of action based on graph information. b) formulate a decision based on information.		I, D
1.2.4 Explain data given on tables, graphs and charts—line, pictograph, bar, pie.		I, D
1.2.5 compare information given on graphs. a) select increasing trends. b) restate information in another format		I, D
1.2.6 apply information found on graphs. a) develop plan of action based on graph information. b) formulate a decision based on information.		I, D

1.3 Students will identify political and natural boundaries. (3.4.1, 3.4.4)

Students will:

Essential Learnings	Assessment	Map
1.3.1 differentiate between community, state, and country. a) explain differences between the three. b) deduce relationships between the three.	V, W, O, P for all.	
1.3.2 identify state and country borders. a) indicate boundary lines.		
1.3.3 point out continents, hemispheres, and oceans. a) identify and name the seven continents.		

b) identify hemispheres. c) identify and name oceans.		
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Standard 2: Students will demonstrate a basic knowledge and understanding of ecology principles. (SSCS—1)

Benchmarks

2.1 Students will recognize the different uses of resources and know the importance of using them effectively and protectively. (1.4.1, 1.4.3)

Students will:

	Essential Learnings	Assessment	Map
2.1.1	list natural resources. a) name several natural resources b) give examples of local natural resources.	V, W, O, P for all.	D for all.
2.1.2	recognize that people should take care of the environment. a) explain reasons to conserve natural resources. b) display stewardship attitude toward earth. c) differentiate between wise and unwise environmental choices.		
2.1.3	compare and contrast terms of conservation, preservation, and pollution. a) match terms to definitions. b) detect common traits of terms. c) list differences between terms.		
2.1.4	give examples of behavior that conserves family, community, and national resources. a) participate in class discussions. b) map behavior which conserves.		

2.2 Students will recognize the influence of resources, climate, and other geographical features. (3.4.5)

Students will:

	Essential Learnings	Assessment	Map
2.2.1	relate influences to population density. a) select influences from a list. b) identify major influences discussed.	V, W, O, P for all.	I for all.
2.2.2	infer relationships between geographical features and political and natural boundaries. a) state relationship between geographical features and political boundaries. b) communicate ways geographical features form natural boundaries.		
2.2.3	compare resources and geography to economic base.		

a) evaluate relationship between geography and economics. b) illustrate economic dependency on a community's resources.		
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Standard 3: Students will demonstrate a basic knowledge and understanding of democratic citizenship. (SSCS—1-2, 4-5)

Benchmarks

3.1 Students will comprehend democratic rights and responsibilities. (2.4.5, 2.4.8)

Students will:

Essential Learnings	Assessment	Map
3.1.1 describe the responsibility citizens have in making a community a good place to live. a) participate in group discussion. b) role play responsible behavior.	V, W, O, P for all.	D
3.1.2 recognize the rights of others. a) accept that others have rights. b) defend another's rights.		D, M
3.1.3 relate the meaning of the Pledge of Allegiance in original wording.		I, D
3.1.4 demonstrate proper flag etiquette. a) stand at attention during the Pledge. b) show respect at all times.		D
3.1.5 identify leadership roles in family, school, community, and nation. a) list persons in leadership roles. b) describe responsibilities of leadership roles.		D

3.2 Students will understand the principles of American government. (1.4.1, 2.4.1, 2.4.3-5, 2.4.7-8)

Students will:

Essential Learnings	Assessment	Map
3.2.1 understand the purpose of government. a) help solve problems affecting all citizens. b) make laws to enhance community functions. c) discuss US laws to protect citizens rights (i.e., Constitution, Bill of Rights)	V, W, O, P for all.	D
3.2.2 understand that laws and rules are made for the well-being of the group or community. a) defend the need for rules and laws. b) discuss how laws are beneficial for a group.		D
3.2.3 adhere to classroom rules for the good of the group. a) follow rules within the school.		I, D

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3.2.4	b) compile list of reasons rules are necessary. c) list consequences of violating rules and laws. explain voting as a way of making decisions and choosing leaders.		I, D
3.2.5	a) demonstrate decision making process by voting. b) translate classroom experience to local, state, and national level. distinguish between different types of governments		I, D
	a) identify federal, state, local government and their leaders. (i.e., President, governor, mayor) b) describe federal, state, and local government responsibilities.		

3.3 Students will appreciate benefits received from community services. (5.4.3)

Students will:

	Essential Learnings	Assessment	Map
3.3.1	give examples of governmental and community services—armed forces, police, sheriff, court system and city administration; education, public, health, street maintenance, parks, recreation, library. a) explain why a community provides services. b) list various services. c) circle services they currently use.	V, W, O, P for all.	D
3.3.2	realize governments provide many services and taxes pay for those services. a) explain how we pay for services. b) describe two kinds of taxes.		I, D
3.3.3	demonstrate respect for public and private property. a) define public and private property. b) accept responsibility for care of public materials. c) act with respect toward private property.		D

3.4 Students will understand every community and nation has a history. (4.4.1-3, 4.4.5, 5.4.6)

Students will:

	Essential Learnings	Assessment	Map
3.4.1	understand that Columbus’s discovery opened the Americas to settlement. a) name the persons who discovered America. b) describe why colonists came to America.	V, W, O, P for all.	I
3.4.2	discuss that Africans were enslaved and brought to America involuntarily. a) list reasons why African Americans were made slaves. b) explore what it must have been like to be a slave.		I

3.4.3	explain that the United States became a nation after the revolution. a) list two reasons colonists wanted to break from England. b) cite outcome of the Revolutionary War.		I
3.4.4	identify national holidays. a) name five national holidays. b) differentiate between national and other types of holidays.		I, D
3.4.5	understand and appreciate community history. a) listen attentively to guest speakers. b) research community history. c) give written or oral report on community research.		I, D
3.4.6	discuss the impact of technology on the course of history (i.e., inventions, transportation, communication).		

Standard 4: Students will demonstrate a basic understanding of economics. (SSCS—2-3, 5)

Benchmarks

4.1 Students will understand basic economic principles. (5.4.1-2, 5.4.5)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	define economic terminology—goods, services, consumers, producers. a) match terms and definitions b) explain terms in original words.	V, W, O, P for all.	I, D for all.
4.1.2	explain the interdependency of consumers and producers. a) illustrate interdependency cycle. b) weigh importance of consumers to producers.		
4.1.3	relate the transportation links between consumers and producers. a) cite ways transportation influences consumers and producers.		
4.1.4	justify money has value. a) give examples of services and goods which are acquired through the exchange of money.		
4.1.5	conclude that the larger a community is the more economic activity it has. a) compare economic activity of a city to that of a rural community. b) summarize types of economic activity in different communities.		
4.1.6	compare and contrast various types of communities. a) underline similar traits in two communities. b) map traits unique to each community.		

4.2 Students will summarize why communities establish and grow. (2.4.7, 3.4.2, 3.4.6)

Students will:

	Essential Learnings	Assessment	Map
4.2.1	define appropriate terminology—community, shelter, socialization. a) define terms in original words.	V, W, O, P for all.	I for all.
4.2.2	list possible reasons for community growth and development. a) list possible reasons a community begins. b) list reasons a community may grow.		
4.2.3	describe how communities help people meet needs. a) list needs best met in a community. b) formulate plan for needs to be met in a community.		
4.2.4	conclude that communities are varied. a) compare communities of like size. b) summarize the differences.		
4.2.5	understand that technological advancements influenced community growth and economy. a) discuss the influence of railroads, automobiles, airplanes. b) evaluate the affect of telephone communication.		