

## **GRADE 3 SOCIAL STUDIES**

The third grade social studies curriculum is based on the content guidelines from the Massachusetts Frameworks and the Archdiocese of Boston. It is designed to give the children an understanding of geography and the community that they live in. This program allows students to deepen their study of map skills, understand of the dynamics of a community, and to learn about the interaction between humans and their many different cultures.

### **Communities and Geography**

Students will:

- name their continent, country, state and community
- understand that people live, work and play in communities
- identify programs and professions within a community
- use cardinal and intermediate directions
- understand map keys or legends with symbols and their uses
- use a map scale
- identify features of urban, rural and suburban areas
- understand how geography affects the homes people build
- discuss how landforms can influence people's lives
- recognize the importance of water as a resource
- understand how people adapt to weather and climate
- learn about terms: plateau, bay, region, plain, mountain, peninsula, gulf, glacier, island
- learn about natural resources and ways to protect the environment

### **Communities Change**

Students will:

- learn how communities change over time
- discuss the first European communities in North America
- understand that the colonists fought to win their freedom
- use time lines
- discuss how our country grew as people moved west
- describe the Lewis and Clark expedition
- understand what it was like to travel in a covered wagon
- understand why people moved to cities
- understand why immigrants often settled in cities
- recognize why African Americans migrated
- discuss the importance of the transcontinental railroad
- identify the economic impact of the assembly line

## **Understanding Culture**

Students will:

- understand that immigrants came from many countries
- recognize that immigrants bring customs to America
- identify how immigrants customs become part of a culture
- discuss how people bring their cultures with them to new lands

## **Communities at Work**

Students will:

- understand that people do different jobs to earn money
- discuss how farmers sell their crops to buy money
- explain how businesses buy goods to sell to consumers
- understand that people use money to pay for needs and wants
- understand that a budget helps people manage their money
- identify how a budget can help people save money
- discuss how some people use banks to save money
- understand that farmers use many resources to grow crops
- understand why farmers in different regions raise different kinds of crops and animals
- explain how supply and demand affect the price of a crop
- discuss how assembly lines affected the making of goods
- understand that many factories were built to make goods
- recognize that people buy products made in other nations
- understand why the U.S. trades goods with other countries
- recognize that world countries trade with each other
- understand that people in different states work together

## **Communities and Government**

Students will:

- recognize that the government protects the rights of citizens
- understand the three branches of government
- understand the importance of the American symbols
- understand that state governments have three branches
- understand the meaning and use of taxes
- recognize that states provide services for their citizens
- understand that communities have a government
- understand the purpose of local government
- recognize that Native Americans have local governments
- understand that rules and laws keep us safe
- recognize that laws are made for the common good of all people
- recognize that Native Americans have their own laws

- understand many ways people can help their community
- recognize the groups and organizations that help people
- recognize the importance and purpose of voting
- understand the history of voting

### **Materials**

- Student textbook: Macmillan/McGraw Hill TimeLinks: *Communities*
- Teacher Guides: Macmillan/McGraw Hill TimeLinks: *Communities*
- Assessment Book: Macmillan/McGraw Hill TimeLinks: *Communities*
- Vocabulary Book: Macmillan/McGraw Hill TimeLinks: *Communities*
- Idea Factory Book: Macmillan/McGraw Hill TimeLinks: *Communities*
- Macmillan/McGraw Hill TimeLinks: *Oral Language Cards: Communities*
- Student Practice and Activity Book: Macmillan/McGraw Hill TimeLinks: *Communities*
- Foldables by Dinah Zike
- Teacher-created packets
- Fiction and non-fiction books related to topics covered
- Test, quizzes, study guides, and worksheets made up from the text
- Construction paper, scissors, markers, crayons, colored pencils and other assorted art materials
- Smartboard
- Computer
- Website: [WWW.Unitedstreaming.com](http://WWW.Unitedstreaming.com)
- [WWW.Brainpop.com](http://WWW.Brainpop.com)

Copies of blank practice maps for students to locate and label

- Videos from our school library:
  - Landforms I
  - Maps: Types, Symbols, and Terms
  - Early Settlers
  - Jamestown (Colonial life for Children)
  - Plimoth Plantation (Colonial life for Children)

### **Instruction**

The teacher will:

- model positive learning strategies
- facilitate classroom discussions based on the topic of study
- assign projects based on the top of study
- assign independent reading of material and research of specific topics of study
- assign peer and group learning activities based on topics of study
- lecture
- create hands-on projects
- stimulate independent and positive thinking
- assess student learning of topics of study by use of tests, projects and observations

Prepared by

Deanna Quimby and Elizabeth Torpey

February 9, 2011

