

Bozeman Public Schools
Social Studies Curriculum
Third Grade



Essential Question(s): Who am I, how did I get here, and how will I proceed as an informed and conscientious (productive) citizen of our world?

Essential Understandings: By the end of Third Grade all students know that the past is revealed through studying the connections between immigration, inventions and innovations. Students understand how the world has been shaped by the events, peoples, and technologies that preceded them in time including how conflict and cooperation arise from and contribute to innovation, invention and immigration.

Essential Skills: Throughout Third Grade students use a variety of tools, including technology to access, synthesize and evaluate information and communicate with others within many contexts and situations.

Content Standards: The content standards, history, civics, geography, economics and culture/diversity, represent five major strands within the overarching umbrella of social studies. These five strands are addressed through the theme “Inventions, Innovations and (Immigration) Movement of People.”

Process Standards: Process standards are embedded within the content standards of history, civics, geography, history, economics and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

(H) History: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Essential Questions:

- **Historical Knowledge:**
How is the past revealed, interpreted and understood?
What makes some historical interpretations better than others?
- **Relevance:**
How and why is the past relevant to me, my community, my nation and our world?
Can an individual change history or is history inevitable? (Why?)
- **Conflict/Cooperation:**
How do conflict and cooperation shape (benefit/destroy) societies?
In historical interactions, why do conflicts arise and how are they resolved?
- **Perspective:**
Whose story is it and how and why is it being told?
- **Change/Continuity:**
Which factor(s) in history caused the most significant change and why (ex: economics, technology, politics, environment, etc.)?

(H) Essential Learning Expectation - Historical Knowledge - Inventions, Innovations and Movement of People: The past is revealed through the study of immigration, inventions and innovations.

HH.1.0 Students identify a variety of reasons to explain why people move(d).

HH.1.1 Students understand the difference between migration and immigration.

HH.1.2 Students know that people move (migrate, immigrate) as a result of or to avoid conflict.

HH.1.3 Students know that people move to change their financial standing.
Example: Civil War, Homestead Act, food, weather, other peoples, treaties, prospecting, economics

HH.2.0 Students recognize change over time by exploring inventions and innovations and how they have contributed to our lives.

HH.2.1 Students identify innovations and inventions that make life easier.
Example: threshing machine, automobile, assembly line, trains, telegraph

HH.2.2 Students know that innovations and inventions can create problems in life.
Example: orphan trains, changes in interactions between people

(R) Essential Learning Expectation - Relevance Inventions, Innovations and Movement of People: The world has been shaped by the events, peoples, and technologies that preceded them in time.

HR.1.0 Students explain how technological advances, events and people have impacted the lives of people in history.

HR.1.2 Students describe the impact of historical events on the lives of people.

HR.1.3 Students explain how peoples have impacted the natural world and people's lives.

(C) Essential Learning Expectation- Conflict and Cooperation - Inventions, Innovations and Movement of People: Conflict and cooperation occur between people as a result of migration and immigration.

HC.1.0 Students know that conflict and cooperation occurs as a result of immigration.

HC.1.1 Students recognize that conflict may cause or be a result of migration and immigration.

HC.1.2 Students recognize that cooperation may be a result of immigration.
Example: Native American, slaves, and other ethnic groups

HC.1.3 Students know that people who migrate must work cooperatively.

(P) Essential Learning Expectation- Perspective Inventions, Innovations and Movement of People: Multiple perspectives exist regarding immigration. Perspectives are affected by family, culture & experiences.

HP.1.0 Students know that multiple perspectives exist among individuals and groups of people.

HP.1.1 Students identify multiple perspectives through the examination of primary and secondary resources.

Example:

HP.1.2 Students understand that culture contributes to the formation of perspective.

(Y) Essential Learning Expectation - Change and Continuity - Inventions, Innovations and Movement of People: Changes in technology have resulted in positive and negative impacts upon the environment and societies across around the world.

HY.1.0 Students know that technological advances have impacted life.

HY.1.1 Students describe the positive impacts on the environment and societies resulting from technological innovation.

Example:

HY.1.2 Students describe the negative impacts on the environment and societies resulting from technological innovation.

Example:

(C) Civics: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Essential Question(s):

- *Has the American experiment in democracy been successful?*
- *What is the best relationship between a government and the people it governs?*
- *Why do civic life, politics, and government exist and how does each fulfill human needs? (Primary EQ: Why have a government?)*
- *Why are some governments better than others?*
- *What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?*

C.1.0 Students identify services that governments provide for people and the conflicts that may arise as a result of little or no leadership.

C.1.2 Students identify that conflicts may arise from lack of leadership.

Example: Homestead act, reservations, transportation, police and fire

C.3.0 Students describe inventions that are a result of human needs or wants.

Example:

(G): Geography Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Essential Question(s):

- *Where am I and how do I explain where I am? (need to wordsmith)*
- *How does place drive the decisions people make?*
- *How do people interact with their environments?*
- *What are the causes and effects of human movement?*
- *What makes places similar and different?*

G.1.0 Students use technological applications to analyze geographical resources to explain human movement.

Example: databases, maps, graphs and charts

Example: Tribes, ethnic groups

G.2.0 Students describe why particular locations have been populated and others have not been populated.

G.2.1. Students list the physical features around the Gallatin Valley that are desirable to people.

Example: Clean rivers, mountains, agriculture

G.2.2 Students explore possible reasons that some areas have not been populated and/or in which populations have declined.

(E): Economics Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Essential Questions:

- *Why do people and nations trade?*
- *How does something acquire value?*
- *Note: Include in ELEs How do price and supply and demand influence each other? What are markets and how do they work?*
- *How do economic systems affect individuals, communities, societies and the world?*
- *What role should government play in economic systems?*
- *Which economic systems work best?*
- *How does technology drive change?*
- *Do the advantages of globalization outweigh the disadvantages?*

E.1.0 Students identify basic concepts of supply and demand.

E.1.1 Students know that inventions arise out of demand for change.

Example: assembly line

E.1.2 Students know that there is a relationship between supply and demand.

Example: supply and demand drive costs

E.2.0 Students identify that personal economics contribute to immigration and migration.

E.2.1 Students know that people relocated to improve their financial situation.

E.2.2 Students know that communities change as result of immigration and migration.

Examples: Gold Rush, Homesteading Act, Dust Bowl

(D): Culture & Diversity- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Essential Questions:

- *What is culture, why is it important?*
- *Who should decide what “culture” and “cultured” are?*
- *Is there such a thing as cultural superiority? Why?*
- *How do cultural expressions (including literature, art, architecture, music, technology) shape history?*
- *How does cultural diversity impact a society?*
- *What happens when cultures converge or collide?*
- *What is morality and ethics?*
- *Who are the heroes and villains and what do they reveal about a culture?*
- *In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?*

D.1.0 Students recognize that immigrants, inventions and inventors contribute to the culture of a society.

D.1.1 Students know that immigrants’ cultural practices contribute to the culture of the society they join.

Example:

D.1.2 Students identify how inventions can change the culture of a society.

Example: introduction of the gun to Plains Indian culture

D.1.3 Students identify the role of inventors in the culture of a society.

Example: technology, musical instruments, transportation, education