

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Introduction

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Civics and Governments

Standard CV.1: Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments and the fundamental ideals of government of the United States.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p>	<p>*Rewrite the Pledge of Allegiance using 3rd grade vocabulary.</p> <p>*Discuss what a government does for us. Could be at local, state or federal level.</p> <p>*Discuss what ‘equal rights for everyone’ means. How do we see it in our everyday life at school?</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 2, 4</p> <p>*Leveled Readers (<i>Reading Street</i>) -<i>Civic Choices</i> -<i>Collecting Dreams</i> -<i>Brave Settlers in a Strange Land</i></p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Newspapers</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Civics and Governments

Standard CV.2: Structure and Function of United States and New Hampshire Government

Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:4:2.2: Explain how laws and/or policies are made at local and state levels</p>	<p>*Guest speaker from town or state level (selectmen, representatives, town moderator, etc.)</p> <p>*Make a tree map outlining the branches of government and their individual functions.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Unit 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines/Newspapers</p> <p>*Web sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html http://www.town.hinsdale.nh.us/</p> <p>*Encyclopedias</p> <p>*Trade books</p> <p>*Textbooks</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p> <p>*Identifying 3 branches of government and their functions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Civics and Governments

Standard CV.3: The World and the United States' Place in It

Students will demonstrate an understanding of the relationships of the United States to other countries, and the role of the United States in world affairs.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p>	<p>*Discuss types of governments used in our neighboring countries (Canada and Mexico) as compared to the U. S.</p>	<p>*HSD ELA Curriculum Guide *Nonfiction books *Graphic Organizers *Thinking Maps *<i>Reading Street</i> Units 3, 5 *Leveled Readers (<i>Reading Street</i>) *Magazines/Newspapers *Internet Web sites *Encyclopedias *Textbooks</p>	<p>*Tests *Informal observation *Participation in classroom discussion *Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Civics and Governments

Standard CV:4: Rights and Responsibilities

Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>	<p>*Create a tree map outlining the rights of citizens of the United States and/or New Hampshire.</p>	<p>*HSD ELA Curriculum Guide *Nonfiction books *Graphic Organizers *Thinking Maps *<i>Reading Street</i> Units 2, 4, 6 *Leveled Readers (<i>Reading Street</i>) -<i>Collecting Dreams</i> -<i>A Whole World in One City</i> *Internet Web sites *Encyclopedias *Textbooks * Primary Sources <i>US Constitution</i> <i>Bill of Rights</i> <i>NH Constitution</i></p>	<p>*Tests *Informal observation *Participation in classroom discussion *Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Economics

Standard EC:1: Economics and the Individual

Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:4:1.1 Identify the factors of production and explain how businesses use these to produce goods and services.</p> <p>EC:4:1.2 Describe what markets are and define individuals' roles as consumers and producers in a market economy using circular flow models.</p> <p>EC:4:1.3 Explain how decisions by consumers and producers affect and are affected by the economy.</p> <p>EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p>	<p>*Invite guest speaker from Keene State College (economics student).</p> <p>*Invite local business owners in to speak about supply/demand</p> <p>*Create a flow chart representing the fruits and vegetable farming or dairy farming</p> <p>*Chart food groups and in which states they are grown</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 1, 5, 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <ul style="list-style-type: none"> -<i>Salt Lick Boom Town</i> -<i>It's A Fair Swap</i> -<i>Let's Make a Trade!</i> -<i>What's Money All About</i> -<i>Making Sense of Dollars and Cents</i> -<i>Let's Save Money</i> -<i>One Chili Pepper</i> -<i>The American Dream</i> -<i>Glass Blowing</i> -<i>Traditional Crafts of Mexico</i> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Picture books</p>	<p>*Answering questions</p> <p>*Tests</p> <p>*Classroom discussions</p> <p>*Flow chart</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Economics

Standard EC:2 Basic Economic Concepts

Students will learn about the pillars of a free market economy and the market mechanism

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:4:2.1 Explain why needs and wants are unlimited while resources are limited.</p> <p>EC:4:2.2 Explain why scarcity requires individuals, households, businesses and government to make economic choices and how economic choices always involve an opportunity cost.</p> <p>EC:4:2.3 Explain different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets</p> <p>EC:4:2.4 Define supply and demand and describe factors that can cause a change in supply and demand.</p> <p>EC:4:2.5 Explain how prices of goods and services are set in the United States and describe different factors that affect price.</p>	<p>*Create and run a classroom store. Determine what supplies to carry. Reference stock levels and purchases to determine future stock to carry in the store.</p> <p>*Students will construct a budget.</p> <p>*Use sales flyers from stores to compare and contrast supply and demand, prices of goods, etc.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 1, 5, 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <ul style="list-style-type: none"> -<i>Salt Lick Boom Town</i> -<i>It's A Fair Swap</i> -<i>Let's Make a Trade!</i> -<i>What's Money All About</i> -<i>Making Sense of Dollars and Cents</i> -<i>Let's Save Money</i> -<i>One Chili Pepper</i> -<i>The American Dream</i> -<i>Glass Blowing</i> -<i>Traditional Crafts of Mexico</i> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Economics

Standard EC:3 Cycles in the Economy

Students will be able to explain the business cycle and trends in economic activity over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:4:3.2 Describe how changes in the business cycle can impact people’s lives.</p>	<p>* Discussion about holiday surge in employment and spending and how they are connected.</p> <p>*List summer and/or winter employment opportunities and write about how the two seasons impact businesses and people.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 1, 5, 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <ul style="list-style-type: none"> -<i>Salt Lick Boom Town</i> -<i>It’s A Fair Swap</i> -<i>Let’s Make a Trade!</i> -<i>What’s Money All About</i> -<i>The American Dream</i> -<i>Glass Blowing</i> <p>*Tourism Magazines</p> <p>*Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Advertisements</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Economics

Standard EC:4 Financial Institutions and the Government

Students will understand how financial institutions & the government work together to stabilize our economy, & how changes in them affect the individual.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.</p> <p>EC:4:4.2: Identify goods and services provided by local government, e.g., police cars or fire protection.</p>	<p>*Research the various departments within our town and what role they play in our lives.</p> <p>*Create a list of different ways to purchase services and goods.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 1, 5, 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <ul style="list-style-type: none"> -<i>Salt Lick Boom Town</i> -<i>It's A Fair Swap</i> -<i>Let's Make a Trade!</i> -<i>What's Money All About</i> -<i>Making Sense of Dollars and Cents</i> -<i>Let's Save Money</i> -<i>One Chili Pepper</i> -<i>The American Dream</i> -<i>Glass Blowing</i> -<i>Traditional Crafts of Mexico</i> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>*Town of Hinsdale web site http://www.town.hinsdale.nh.us/</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Economics

Standard EC:5 International Economics and Trade

Students will recognize the importance of international trade and how economics are affected by it.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:4:5.1 Describe that countries have different kinds of resources.</p> <p>EC:4:5.2 Explain why some countries' resources are in greater demand than others e.g., colonial New Hampshire's mast trade or petroleum.</p> <p>EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>	<p>*Create a classroom bulletin board attaching labels from products displaying country of origin.</p> <p>*Make resource maps of different countries.</p> <p>*Develop a map that shows trade between areas within America or between countries.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Units 1, 5, 6</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>-<i>Salt Lick Boom Town</i></p> <p>-<i>It's A Fair Swap</i></p> <p>-<i>Let's Make a Trade!</i></p> <p>-<i>What's Money All About</i></p> <p>-<i>Making Sense of Dollars and Cents</i></p> <p>-<i>Let's Save Money</i></p> <p>-<i>One Chili Pepper</i></p> <p>-<i>The American Dream</i></p> <p>-<i>Glass Blowing</i></p> <p>-<i>Traditional Crafts of Mexico</i></p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>*Trade books</p> <p>*Resource maps</p> <p>*NH History Books</p>	<p>*Informal observation</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Geography

Standard GE:1 The World in Spatial Terms

Students will demonstrate the ability to use maps, mental maps, globes, and other geographic tools and technologies to acquire process, report, and analyze geographic information.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:4:1.1 Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.</p> <p>GE:4:1.2 Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children’s literature</p> <p>GE:4:1.3 Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.</p> <p>GE:4:1.4 Illustrate that places and features are distributed spatially across Earth’s surface, e.g., community grid maps or population density maps.</p> <p>GE:4:1.5 Recognize the causes and consequences of spatial interaction on Earth’s surface, e.g., the origin of consumer goods or transportation routes.</p>	<p>*Create a map of bus routes including bus stops/pick-up spots identifying which students ride which bus.</p> <p>*Student created maps using their vocabulary words relevant to geography.</p> <p>*Map our school building.</p> <p>*Label a map of the United States or the world showing different major features.</p> <p>*Use internet mapping system (such as Google Maps) to look at population areas.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i> Unit1, 4</p> <p>*Leveled Readers (<i>Reading Street</i>) <i>-The English Channel</i></p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>*Trade books</p> <p>*Maps - physical, political, landform, elevation, population...</p> <p>* Web Sites http://plasma.nationalgeographic.com/mapmachine/index.html www.enchantedlearning.com/usa/states/</p>	<p>*Informal observation</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p> <p>*Maps made by students</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Geography

Standard GE:2 Places and Regions

Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people’s perceptions of places and regions.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live.</p> <p>GE:4:2.2 Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.</p> <p>GE:4:2.3 Generalize the concept of region as an area of Earth’s surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.</p> <p>GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p>GE:4:2.5 Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children’s literature.</p>	<p>*Look back at the flood of 2005, and discuss how human and physical processes contributed to the flood damage.</p> <p>*Look at early maps of Hinsdale and compare the population centers to a current day map.</p> <p>*Draw maps of commonly used areas (classroom, playground, or cafeteria) and compare the finished products to view different perspectives.</p> <p>*Venn diagram of how communities are alike and different</p> <p>*Create a timeline pertaining to mountain communities.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p> <p>*Timeline</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Geography

Standard GE:3: Physical Systems

Students will demonstrate an understanding of physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:4:3.1 Illustrate the components of Earth’s physical systems, e.g., a climate or a model of the water cycle.</p> <p>GE:4:3.2 Demonstrate how physical processes shape features of Earth’s surface, e.g., weather or tectonic forces.</p> <p>GE:4:3.3 Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.</p> <p>GE:4:3.4 Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain</p> <p>GE:4:3.5 Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</p>	<p>*Create a water cycle model.</p> <p>*Using a bright light source representing the sun (flashlight or overhead projector), a globe representing the earth, and a tennis ball representing the moon, illustrate the seasonal changes and the moon cycles.</p> <p>*Follow an organism through the food chain using flow map, illustrations, or other media.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>*Globe, tennis ball, flashlight</p>	<p>*Assessment of water cycle model and use of correct vocabulary in the project</p> <p>*Participation in classroom discussion</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Geography

Standard GE:4 Human Systems

Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; & the forces of cooperation and conflict among peoples.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:4:4.1 Recognize the distribution of a population and its underlying causes, e.g., rural, suburban, or urban.</p> <p>GE:4:4.2 Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p> <p>GE:4:4.3 Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.</p> <p>GE:4:4.4 Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.</p>	<p>*View population maps of New England and hold a classroom discussion about why the population centers are where they are. Why are things like major sports' teams located where they are?</p> <p>*Chart the migration of a specific animal and discuss how that impacts the food available to humans and other animals.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Trade books</p> <p>*Maps</p>	<p>*Observation</p> <p>*Discussion/conferencing</p> <p>*Writing samples</p> <p>*Published pieces</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: Geography

Standard GE:5 Environment and Society

Students will demonstrate an understanding of the connections & consequences of the interactions between Earth’s physical & human systems.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p> <p>GE:4:5.2 Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p>GE:4:5.3 Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.</p> <p>GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>GE:4:5.5 Compare how people in different regions use the same resources, e.g., water or wood.</p>	<p>*Activities presented by PSNH guest speaker</p> <p>*Use current events to discuss changes in the environment caused by human interaction.</p> <p>*Compare and contrast the use of natural resources in different regions.</p>	<p>*HSD ELA Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Trade books</p> <p>*Pictures</p> <p>* PSNH guest speaker</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: US/NH History

Standard HI:1 Political Foundations and Development

Students will demonstrate an understanding of the major ideas, issues, & events pertaining to the history of governance in our state & nation.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:4:1.1 Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O’Connor.</p> <p>HI:4:1.3 Describe the significance of national and New Hampshire celebrations, monuments, symbols, and documents, e.g., Veteran’s Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.</p>	<p>*Living history presentation from key New Hampshire historical people (Franklin Pierce, John Stark, Daniel Webster, Christa McAuliffe, Alan B. Shepard, Jr., Carlton Fisk.).</p> <p>*Choose a monument, symbol or document and prepare to share with class the importance and origin of the monument, symbol or document.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Pictures</p> <p>* Reading Response journals</p>	<p>*People reports/projects</p> <p>*Classroom discussion</p> <p>*Writing samples</p> <p>*Tests – essay, open response questions</p> <p>*Observation</p> <p>*Conferencing</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: US/NH History

Standard HI:2 Contacts, Exchanges, and International Relations

Students will demonstrate an understanding of the events, actions, & policies of our nation in relation to other peoples & governances over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:4:2.1 Describe the interconnectedness of how the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.</p>	<p>* Create a string map connecting students (Hinsdale) with friends and family members in other towns, states, or countries)</p>	<p>*HSD ELA Curriculum Guide *Nonfiction books *Graphic Organizers *Thinking Maps *<i>Reading Street</i> *Leveled Readers (<i>Reading Street</i>) *Magazines *Newspapers *Internet Web sites *Encyclopedias *Textbooks * Trade books</p>	<p>*Journals *Participation in classroom discussion *Observation</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: US/NH History

Standard HI:3 World Views and Value Systems and their Intellectual and Artistic Expressions

Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King, Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p> <p>HI:4:3.2 Explore how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.</p> <p>HI:4:3.3 Explore how groups have enhanced the art, music, and literature of our nation, e.g., Latinos or Franco Americans</p>	<p>*Listen to lyrics in older/period music (folk tunes) compared newer music for their themes.</p> <p>*Research the origin of various pieces of music or art and the time period they come from. Present to class.</p>	<p>*HSD ELA Curriculum</p> <p>*HSD Music Curriculum</p> <p>*HSD Art Curriculum</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>* Trade books</p> <p>*Writing prompts</p> <p>*Pictures</p> <p>*Primary Sources <i>-John Stark's speech containing "Live Free or Die"</i> <i>- Martin Luther King, Jr.'s "I Have a Dream" speech</i></p> <p>*folk music</p>	<p>* Writing samples</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Discussion/conferencing</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: US/NH History

Standard HI:4 Economic Systems and Technology

Students will demonstrate an understanding of the changing forms of production, distribution, & consumption of goods & services over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:4:4.1 Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.</p> <p>HI:4:4.2 Explore the impact of important technological inventions, e.g., new forms of transportation or housing.</p> <p>HI:4:4.3 Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</p>	<p>*Create a bulletin board comparing travel times of past forms of transportation to current forms.</p> <p>*Choose an invention and describe the use and how it made life easier for people at that period of time.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Pictures of a variety of transportation forms (train, Concord Coach, horse, canoe, steamship, motor boat, Segway, airplane, helicopter)</p>	<p>*Timelines</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: US/NH History

Standard HI:5 Social/Cultural

Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs, & practices, over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:4:5.2 Describe the impact of major national and state events on everyday life, e.g., The American Revolution or the terrorist attacks on 9.11.2001.</p> <p>HI:4:5.3 Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.</p> <p>HI:4:5.4 Explore attitudes towards diversity, e.g., segregation or inclusion.</p>	<p>*As a pioneer child or woman, create a list of what you would pack in your covered wagon</p> <p>*Pioneer Times – role play activities for Pioneer children (pioneer jobs and games)</p> <p>*Quilt making</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Internet Web sites</p> <p>*Textbooks</p> <p>* Trade books</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: World History

Standard WH:1 Political Foundations and Developments

Students will demonstrate an understanding of major events, ideas, and issues pertaining to the history of governance.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:4:1.1 Explain that people of different countries create social and political systems, e.g., a family or a government.	*Compare families and culture in a country to life in our country.	*HSD ELA Curriculum Guide *Nonfiction books *Thinking Maps * <i>Reading Street</i> *Leveled Readers (<i>Reading Street</i>) *Internet Web sites *Textbooks *Trade books	*Observation *Participation in classroom discussions.

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: World History

Standard WH:2 Contacts, Exchanges, and International Relations

Students will demonstrate their understanding of the interactions of peoples and governments over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:4:2.1 Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism.</p>	<p>*Choose a cross cultural event (Olympics for example) and look at the interactions between countries to make the event happen.</p> <p>*Use current events to generate discussions and debates.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Textbooks</p> <p>* Trade books</p> <p>*Scholastic News</p>	<p>*Observation</p> <p>*Discussions</p> <p>*Scholastic News assessments</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: World History

Standard WH:3 World Views and Value Systems and their Intellectual & Artistic Expressions

Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior, & their forms of expression.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:4:3.1 Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.</p>	<p>*Explore folk tales from different countries with the same theme. Compare and contrast.</p> <p>*Create original folk tales set in Hinsdale, New Hampshire, or New England.</p> <p>*Use pictures of architecture around the world to generate discussion of differences between countries and regions.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Music Curriculum Guide</p> <p>*HSD Art Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines</p> <p>*Internet Web sites</p> <p>*Pictures of types of architecture</p> <p>*Textbooks</p> <p>*Trade books</p> <p>*Various folk tales</p>	<p>*Participation</p> <p>*Tests</p> <p>*Informal observation</p> <p>*Answering questions</p>

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: World History

Standard WH:4 Economic Systems and Technology

Students will demonstrate their understanding of the changing forms of production, distribution, and consumption of goods and services over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:4:4.1 Explain how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.</p>	<p>*After reading <u>The Ox Cart Man</u> discuss what kinds of things the man made, grew, and traded for. Then discuss what kinds of things he might have exchanged with a Native American trader.</p>	<ul style="list-style-type: none"> *HSD ELA Curriculum Guide *Nonfiction books *Graphic Organizers *Thinking Maps *<i>Reading Street</i> *Leveled Readers (<i>Reading Street</i>) *Magazines/Newspapers *Internet Web sites *Textbooks *Trade books * <u>The Ox Cart Man</u> 	<ul style="list-style-type: none"> *Tests *Informal observation *Participation in classroom discussion *Answering questions

SOCIAL STUDIES CURRICULUM
THIRD GRADE

Strand: World History

Standard WH:5 Social/Cultural

Students will demonstrate their understanding of the diversity of values, beliefs, & practices of individuals and groups over time.

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:4:5.1 Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.</p>	<p>*Hold a classroom celebration focusing on ways countries around the world honor specific holidays.</p> <p>*Choose a festival or type of dress from a region of the United States and develop a presentation that includes visual representation of the origin and meaning.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Music Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*<i>Reading Street</i></p> <p>*Leveled Readers (<i>Reading Street</i>)</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Trade books</p>	<p>*Tests</p> <p>*Informal observation</p> <p>*Participation in classroom discussion</p> <p>* Answering questions</p>