



Social Studies  
3<sup>rd</sup> Grade

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# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## **Curriculum Overview**

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 18.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5%).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: 3rd Grade Social Studies

GRADE LEVEL: 3rd

CONTENT AREA: Social Studies

### Course Description

Theme: Missouri Past and Present (1600-present)

In third grade, students will engage in a yearlong study of our state of Missouri. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. The study of Missouri requires that students generate and research compelling questions in each unit of study.

(Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

### Course Rationale

Social studies creates students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

### Course Scope and Sequence

Unit 1:	Unit 2:	Unit 3:	Unit 4:
Missouri Geography and Culture	Influential Missourian	Westward Expansion and Civil War	Government and Economics
40 class periods	40 class periods	40 class periods	40 class periods

### Course Materials and Resources

- Pearson, MyWorld Interactive Social Studies, Missouri 3<sup>rd</sup> Grade © 2019

## Unit Objectives

### Unit 1:

Students will be able to:

1. Identify regions in Missouri.
2. Compare Regions in Missouri.
3. With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
4. Read and construct historical and current maps.
5. Identify and compare physical geographic characteristics of Missouri.
6. Name and locate major cities, rivers, regions, and states which border Missouri.
7. Describe and use absolute location using a grid system.
8. Describe human geographic characteristics of Missouri.
9. Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
10. Describe how changes in communication and transportation technologies affect people's lives.
11. Explain how geography affected important events in Missouri History.
12. Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.
13. Explain how the National Anthem symbolizes our nation.
14. Research stories and songs that reflect our cultural history of Missouri.
15. Describe how people in Missouri preserve their cultural heritage.
16. Compare and the cultural characteristics of regions in Missouri.

### Unit 2:

Students will be able to:

1. Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.
2. Describe the character traits and civic attitudes of influential Missourians.
3. Select and analyze primary and secondary social studies sources to determine importance with guidance and support.
4. Present social studies research to an audience using appropriate sources.
5. Generate supporting questions about social studies topics.
6. Use steps in a process to investigate a social studies question.
7. Investigate an appropriate social studies question and share results with assistance, if needed.

### Unit 3:

Students will be able to:

1. Describe the migration of Native Americans to Missouri prior to European settlement in the state.

2. Describe the discovery, exploration and early settlement of Missouri by European immigrants.
3. Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
4. Create and use artifacts to share information on social studies topics.
5. Evaluate the impact of westward expansion on the Native Americans in Missouri.
6. Identify facts and opinions in social studies topics.
7. Use appropriate sources to investigate social studies questions.
8. Describe the reasons African peoples were enslaved and brought to Missouri.
9. Examine cultural interactions and conflicts among Native Americans, European immigrants, and enslaved and free African Americans in Missouri.
10. Identify point of view in social studies topics.
11. Examine the roles of Native Americans, immigrants, African Americans, women and other in Missouri history.
12. Discuss issues of Missouri for statehood.
13. Discuss the causes and consequences of the Dred Scott Decision on Missouri and the nation.
14. Explain Missouri's role in the Civil War, including the concept of a border state.
15. Describe the consequences of the Civil War in Missouri including education, transportation, and communication.
16. Examine changing cultural interactions and conflicts among Missourian after the Civil War.
17. Take part in a constructive process or method for resolving conflicts.

**Unit 4:**

Students will be able to:

1. Explain the major purposes of the Missouri Constitution.
2. Explain how governments balance individual rights with common good to solve local community or state issues.
3. Explain how individual rights are protected within our state
4. Identify and explain the functions of the three branches of government in Missouri.
5. Explain and give examples of how laws are made and changed within the state.
6. Explain how the state of Missouri relies on responsible citizen participation and draw implications of how people should participate.
7. Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
8. Describe how authoritative decision are made, enforced and interpreted by the state government across historical time periods and/or in current events.
9. Define Economy
10. Define taxes and explain how taxes are generated and used.
11. Explain Supply and Demand
12. Define natural, capital and human resources
13. Compare and contrast private and public goods and services.
14. Conduct a personal cost-benefit analysis.

15. Explain factors, past and present that influence changes in our state's economy.

## Essential Terminology/Vocabulary

### Unit 1:

Alluvial River Plain, conservation, culture, degree, diverse, Glaciated Till Plain, grid, heritage, latitude, longitude, meridians, Mississippi Lowlands, Mississippi River, Missouri River, natural resources, nonrenewable resources, Osage Plains, Ozark Highland, parallels, population map, renewable resources, symbols

### Unit 2:

Dred Scott, George Washington Carver, Harry S. Truman, Josephine Baker, Laura Ingalls Wilder, Lewis and Clark, Mark Twain, primary source, secondary source, Thomas Hart Benton

### Unit 3:

Abolitionist, border state, Buffalo Soldier, cede, Civil War, Confederate States of America, constitution, Corps of Discovery, Dred Scott Decision, Emancipation Proclamation, expedition, explorer, Freedman's Bureau, frontier, Gold Rush, Jim Crow Laws, Kansas Border War, Kansas-Nebraska Act, Lewis and Clark Trail, Louisiana Purchase, Missouri Compromise, mountain men, Northwest passage, Oregon Trail, pioneer, plantation, Reconstruction Amendments, reform, Santa Fe Trail, secede, segregation, state's rights, tenant farmer, trading post, Underground Railroad, Union

### Unit 4:

Bill, checks and balances, citizen, citizen, common good, constitution, democracy, entrepreneur, executive branch, export, federal, free enterprise, General Assembly, government protection, individual rights, judicial branch, legislative branch, mayor, municipal, opportunity cost, personal freedoms, private goods, public goods, sales tax, supply and demand, tax, veto