

Revised 2007

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Third Grade

Grade 3 Overview: Community

In third grade, students will be exploring the community they live in, as well as their connection to the past and to the world. Students will begin to think about the chronological relationships and to analyze how some things change and others stay the same. Students will explore their communities, current events, government systems, historical symbols, economic systems, diversity, citizenship, and have a clear understanding of the continents and oceans. In addition, third graders will explore Montana Indian communities.

The local newspaper, the historical society, or other community organizations often can provide photos and articles on events in the region. Stories, pictures and fieldtrips capture for children a sense of what our community is really like. An understanding of community will lead students to make responsible decisions.

Information provided on Montana Indians should be authentically presented. Museums are a rich source of publications, pictures, and artifacts. Children will have a clear understanding of the beliefs, cultures, traditions, and languages of the Northern Cheyenne and Crow. The objective of teaching an introduction of origin stories is to understand the traditions of oral stories. Throughout these studies children should have a continuing opportunity to enjoy the literature that brings to life the people of earlier time. The literacy selections, though not written specifically about their community, should illustrate how people lived in the past and thus convey the way of life of those earlier times.

In third grade, students will be exploring the community they live in, as well as their connection to the past and to the world. Students will be able to answer these key questions by the end of the school year:

What are the three branches of the government and what do they do?

How are laws made?

What are important local and state current events and what effect do they have on the community?

What responsibilities do individual have in their school and community?

What are Montana state patriotic symbols? (State bird, flower, flag, and song)

What are the seven Montana Indian reservations and where are they located?

How does perspective influence the views of historical events including Montana Indians?

What are the names of the oceans and their location in relation to the continents?

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive,
guided processing, developing strategies

12

Essential: Tested

Apply: Student demonstrates an understanding with low
support from teacher, on-going self extended
learning, student may be tested

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LEARNING OBJECTIVES

I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

1. Use multimedia to examine local and state current events (internet, newspaper, magazines, television, radio). (I, D, E)

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

2. Identify elected officials at the local and state level (mayor, governor, U.S. State Senators and Representative). (I, D, E)
3. Describe factors causing conflict and contributing to cooperation among groups (e.g. playground issues, misunderstandings, listening skills, taking turns). (I, D, E)
4. Define the term “stereotype”. (I, D, E)
5. Recognize that each city and reservation establishes their own form of government. (I, D, E)

III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).

6. Demonstrate knowledge of the location of the oceans and continents. (I, D, E)
7. Know and locate the seven Indian reservations of Montana. (I, D, E)
8. Recognize there is diversity among tribes (Northern Cheyenne and Crow) in language, culture, and government. (I, D, E)

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

9. Understand the historical significance of the state bird, flag, flower and song. (I, D, E)
10. Introduce the origin stories from Northern Cheyenne and Crow tribes. (I, D, E)

V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

11. Learn how to make informed decisions regarding currency and trade. (I, D, E)

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

12. Understand the role of being a responsible citizen at the school and community level. (I, D, E)
13. Understand the cultural diversity of school and community. (I, D, E)
14. Understand that tribal beliefs, cultures, traditions, and languages continue today. (I, D, E)
15. Recognize that cultures, traditions, and languages of Northern Cheyenne and Crow tribes form the base upon which Tribal decisions are made. (I, D, E)

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive,
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13

Essential: Tested

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested