

NOBLESVILLE SCHOOLS

SOCIAL STUDIES

Third Grade



Third Grade Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

Third grade students explore their own community, including its: 1) geographic location, 2) human and material resources, 3) major work and services, and 4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. They identify important historical events, places, and persons from the past and make connections with their present community.

Indiana academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in third grade are described below. Skills for thinking, inquiry and participation are integrated throughout.

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The [Grade 3 Indiana Academic Standards for Social Studies](#) serve as the foundation to our curriculum for social studies instruction in Noblesville Schools. These standards are supported through grade-level curriculum maps and materials for all learners.

Units of Study

Table 1: Third Grade Social Studies Units of Study

Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
Unit 1: Government	<ol style="list-style-type: none"> 1. Explain that the U.S. has three levels of government (local, state, and national) and each level has specific responsibilities. 2. Explain the role of citizens in making rules and decisions in the community, state, and nation. 3. Use a variety of resources to gather information about local, state, and regional leaders, civic issues, and the impact of physical and human systems on the local government. 	<ol style="list-style-type: none"> 1. How are local and state government leaders selected? 2. Why do we have government? 3. What are the roles and responsibilities of citizens? 4. Why is the phrase, “we the people” important to our country?
Unit 2: Geography- Hamilton County and Beyond	<ol style="list-style-type: none"> 1. Use maps to identify physical systems (river, hills, natural resources) and describe why they are important to Hamilton County. 2. Locate on a map and describe human systems (states, counties, cities, factories) and the positive and/or negative impact on the physical systems in Hamilton County. 	<ol style="list-style-type: none"> 1. What do maps tell us about our county’s past and present? 2. How do physical systems (rivers, animals, plants) interact with human systems (factories, land division, settlement)? 3. What are positives and negatives to human systems (pollution, economic growth)?

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Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
Unit: History- Our Community's Past, Present, and Future	<ol style="list-style-type: none">1. Describe how Native Americans impacted the development of Hamilton County.2. Describe how immigration impacted and enriched the local community.3. Create timelines that identify important events in the development of the local community.	<ol style="list-style-type: none">1. Why do we study the history of our communities?2. Why have people from different parts of the world come to the U.S.? Hamilton County?3. How have the citizens of Hamilton County impacted change positively and negatively?
Unit 4: Economics	<ol style="list-style-type: none">1. Identify goods and services within the local community and the role of producers and consumers in the community.2. Discover how money makes trade easier and how people need to make choices with their money.3. Define interdependence and give examples of how people in the local community depend on each other for goods and services.	<ol style="list-style-type: none">1. How are people in a community dependent on each other?2. How is trade a part of the local economy?3. What determines how people make decisions with their money?4. What are some goods and services available in your community, and how do the buyers and sellers interact to determine pricing?