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# Social Studies Curriculum

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PASCO SCHOOL DISTRICT #1

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## Third Grade: First Nations of North America

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In Third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

*Washington State Social Studies  
Unit Outlines—Third Grade*



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### *Established Goals for Third Grade Social Studies:*

*First Nations of North America  
Cultures of North America  
Cultures in Our Community*

## First Nations of North America

This unit will focus on:

- How do we affect our environment
- How does the environment affect us
- How do we meet our needs and wants
- How do people from differing cultural groups and ways of life work together to solve problems
- How were the first people to live in North America, how did they live, and how do they live today
- How are native American cultures similar and different
- How do stories, legends, and the arts serve as expressions of cultural traditions
- How and why did the native American cultures change over time
- How were Native American cultures affected by exchanges with non-native peoples

By the end of the unit students will know:

- And apply how maps and globes are used to display the regions of North American in the past and present
- How the environment affects cultural groups and how cultural groups affect the environment
- How the economic systems of groups are influenced by laws, values, and customs.

At the end of the unit, students will be able to:

- Use a graphic organizer to organize main ideas and supporting details from visuals and literacy, narrative, informational, and expository texts
- Engage in discussions that attempt to answer questions about cultural similarities and differences
- Draw conclusions using at least two clear, specific, and accurate examples in a paper or presentation.

Core Vocabulary for this Unit:

Artifacts

Bering land bridge

Coastal area

first inhabitant

Grassland

Great Plains

Indigenous people

reservation

Treaty

Tribal government

weaving

Washington State Grade Level Expectations (GLEs):

2.2.1

5.2.2

3.1.1

5.3.1

3.2.1

5.4.1

Student's knowledge will be assessed using the following:

Core Materials for this Unit:

## Cultures of North America

This unit will focus on:

- What should you know about your neighbors
- How does the geographic regions influence culture
- How Mexico, Canada, and the United States are similar and different

By the end of the unit students will know:

- The physical, political, and cultural characteristics of places, regions, and people in North America including the location of the fifty states within the regions of the U.S.

At the end of the unit, students will be able to:

- Understand that learning about the geography of North America helps us understand the global issue of culture

Core Vocabulary for this Unit:

Asia	hemisphere	South America
Canada	Religious belief	South Pole
Culture	ritual	West Coast
Culture group	Society	written language

Washington State Grade Level Expectations (GLEs):

3.1.2  
3.3.1

Student's knowledge will be assessed using the following:

Core Materials for this Unit:

## Cultures in Our Community

This unit will focus on:

- What makes up a culture and why is it important
- What are the critical attributes of culture (cultural universals)
- How are cultures similar and different
- What can we learn about ourselves by studying cultures in other places
- What cultures have contributed to your community & how they have made these contributions

By the end of the unit students will know:

- The key ideals of unity and diversity
- The cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education
- How contributions made by various cultural groups have shaped the history of the community and world

At the end of the unit, students will be able to:

- Apply the key ideals of unity and diversity within the context of the community
- Evaluate if information is clear, specific, and detailed
- Prepare a list of resources, including the titles and author for each source

Core Vocabulary for this Unit:

architecture

Mexico

Pacific Ocean

Tradition

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.1	4.2.2
1.1.2	5.1.2
3.2.2	5.4.2

Core Materials for this Unit: