

# 3rd Grade American Online School

## SOCIAL SCIENCES CURRICULUM

### People, Places, and Journeys Through Time

Version May/2025

## 1. Introduction

### The Role of Social Sciences Education in 3rd Grade

The 3rd Grade Social Studies curriculum introduces students to the foundations of civic life, American history, geography, and global connection. Through engaging explorations of historical events, transportation advances, indigenous cultures, and national identity, students develop the tools to become informed, respectful, and active members of society.

By the end of this course, students will:

- ✓ Identify key historical figures, events, and movements.
- ✓ Understand the development of transportation and its impact on daily life.
- ✓ Recognize and respect the cultures and contributions of Native Americans.
- ✓ Demonstrate knowledge of U.S. geography and the meaning of national symbols.
- ✓ Use timelines, maps, and primary sources to investigate the past.
- ✓ Reflect on how people, places, and innovations shape society.

## 2. Core Competence Areas

### SoSCI.1 History and National Identity

#### Learning Outcomes

By the end of this course, students will be able to:

- ✓ Understand the origins and symbolism of the U.S. Pledge of Allegiance.
- ✓ Explore early American exploration and foundational events.
- ✓ Recognize the cultural and historical impact of Columbus and other explorers.

#### Competencies

##### SoSCI.1.A.1 – Investigating symbols of national unity.

- Analyze the meaning of the Pledge of Allegiance and national symbols (flag, eagle, anthem).
- Create a class pledge that reflects shared values.

##### SoSCI.1.A.2 – Studying early American exploration.

- Learn about Christopher Columbus' voyage from multiple perspectives.
- Create “Explorer’s Logbooks” comparing motivations and impact.

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### SoSCI.2 Native American Cultures and Contributions

#### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify major Native American regions and cultural practices.
- ✓ Compare traditional dwellings, clothing, and food sources across tribes.
- ✓ Recognize the ongoing presence and contributions of Native communities today.

#### Competencies

##### SoSCI.2.A.1 – Exploring tribal diversity and geographic adaptation.

- Map out major Native American groups (e.g., Iroquois, Pueblo, Sioux).
- Create dioramas or digital slides representing cultural elements.

### **SoSCI.2.A.2 – Acknowledging Native voices and history.**

- Read legends and oral stories; reflect on respect and land use.
  - Connect current Indigenous communities with past traditions.
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## **SoSCI.3 U.S. Geography and States**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ **Name and locate the 50 U.S. states on a map.**
- ✓ **Understand the structure of the United States (states, capitals, regions).**
- ✓ **Describe how geography influences life and culture in different areas.**

### **Competencies**

#### **SoSCI.3.A.1 – Building U.S. map literacy.**

- Label and color regional maps; use interactive games and puzzles.
- Match states with landmarks, capitals, or natural features.

#### **SoSCI.3.A.2 – Exploring state identity and symbols.**

- Research a “State of the Week” with presentations on flags, animals, and facts.
  - Connect regional differences to history, economy, and culture.
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## **SoSCI.4 Transportation and Global Connection**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ **Trace the evolution of transportation systems.**
- ✓ **Understand how transportation connects people and ideas.**
- ✓ **Examine the Titanic as a historical and technological case study.**

## Competencies

### SoSCI.4.A.1 – Investigating transportation history.

- Compare wagons, trains, steamships, cars, and airplanes.
- Create transportation timelines and model inventions.

### SoSCI.4.A.2 – Learning from the story of the Titanic.

- Explore the events, technology, and impact of the Titanic voyage.
- Debate its historical legacy and ethical questions of class and access.

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## 3. Assessment and Evaluation

### Formative Assessments – Journals and Explorations

- ✓ State flashcards and map challenges.
- ✓ Response logs to historical texts and images.
- ✓ Group discussions and storyboarding.

### Summative Assessments – Creative and Written Expression

- ✓ State Report and Presentation.
- ✓ Transportation Timeline Booklet
- ✓ Titanic Reflection Piece or Class Debate.

### Authentic Assessment – Cultural and Civic Engagement

- ✓ Student-led Museum of American Voices.
- ✓ Interactive Geography Bee.
- ✓ “Invent-A-Vehicle” STEM art integration.

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## 4. Instructional Strategies for Online Learning

### Storytelling and Role Play

- ✓ Enact scenes from historical events and explore perspectives.
- ✓ Write journal entries from different cultural or historical roles.

### **Visual Mapping and Simulation**

- ✓ Use physical maps, puzzles, and digital tools (e.g., Google Earth).
- ✓ Simulate Titanic boarding using ticket roles and passenger stories.

### **Integration Across Subjects**

- ✓ Art: Create regional crafts, transportation models.
- ✓ Language Arts: Read biographies, legends, and informational texts.
- ✓ Technology: Create digital slideshows or “State Trading Cards”.

### **Learning Culture**

- ✓ Foster respectful discussion of complex and diverse histories.
- ✓ Build empathy through personal stories and cultural artifacts.
- ✓ Celebrate student-led presentations and collaborative discoveries.

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