

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Science Curriculum Guide

Grade 3

Massachusetts, Home to Many Different People

Students in grade three explore their identities as citizens of the Reading community and of Massachusetts and consider what it means to be 'from' a particular place. They consider how differences and conflicts amongst groups of people impacted the growth and history of Massachusetts. Students continue to practice and refine their ability to recognize and appreciate diversity, speak out against injustice, and express their opinions respectfully, even in conflict. Much of the third grade inquiry strives to help students see beyond a 'single story' and consider all perspectives. Third graders are learning to be critical consumers of history and primary sources.

Content Standard Topics

Civics <i>Massachusetts Cities & Towns Today and in History</i>	How can people get involved in government? How is Reading governed and how does that compare to surrounding towns? How is Massachusetts governed?
Geography <i>The Geography and Native Peoples of MA</i>	How did Native Peoples live in New England before Europeans arrived?
History <i>Massachusetts from the 16th to 18th Century</i>	How did European explorers describe the Northeast and its Native Peoples? What were the challenges in the early years of Plimoth? How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts? Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?

History & Social Science Practices

The practice standards encompass the process of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship. All seven practices can be applied from PreK-12 and across all of the social science disciplines. *MA DESE 2018*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.



Three Pillars of the HSS Framework

This image represents the three pillars of the HSS Framework. Each pillar is designed for integration with the others. ~ MA DESE 2018



Guiding Principles for Effective History & Social Science Education

The writers of the 2018 HSS Framework articulated ten guiding principles to anchor curriculum, instruction, and student experience across the Commonwealth.

Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.

An effective history and social science education...

- ◆ teaches students about the legacy of democratic government.
- ◆ incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
- ◆ teaches students to think historically.
- ◆ integrates knowledge from many fields of study.
- ◆ builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
- ◆ improves reading comprehension by increasing students' content knowledge.
- ◆ incorporates the study of current events and news/media literacy.
- ◆ teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.
- ◆ develops social and emotional skills.

MA DESE 2018 HSS Framework

Social Justice Standards

"The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice, and action."

2016 Teaching Tolerance

The Social Justice Standards are woven into the curriculum and work alongside the content, practice, and literacy standards. Sometimes these standards are taught explicitly and at other times they are embedded in inquiry and experience.



Structures for Learning

During instructional time, students and teachers may be engaged in...

- ◆ interactive read-aloud.
- ◆ independent & cooperative inquiry.
- ◆ exploration of primary sources.
- ◆ drawing, labeling, & writing about topics.
- ◆ independent exploration, including centers.
- ◆ research.
- ◆ dramatic play and reenactment.

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents that are aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Content Standard Topics

The primary topics of study within each of the social science disciplines at each grade level as determined by the MA DESE 2018 HSS Curriculum Framework.

History & Social Science Practices

While presented as distinct skill sets, the seven practices intentionally overlap and interconnect. These skills should be reflected in curricula and instruction that engage students in an integrated use of the practices.

Three Pillars

Represents the intersectionality of content, practice, and literacy standards.

Social Justice Standards

A set of standards published by Teaching Tolerance to support anti-bias curriculum and instruction in schools.

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during social studies. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.