

2024-2025 Social Studies Framework

Social Studies Grade 3

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3rd Grade Social Studies: Global Interactions

[Kentucky Academic Standards for Social Studies, 2022](#)

Unit Title	Estimated Time Frame*
Unit 1: Governments Around the World	1st Quarter
Big Idea	
<p>The focus of Unit 1 is the investigation of how the countries around the world govern themselves. In this unit, students will learn about differing governing bodies and the differences between public and private property. Students will investigate how the diverse world community has been impacted by significant people or events over time. Students will learn to describe multiple perspectives by exploring primary and secondary sources. As students read and explore sources they will be able to construct an explanation as a class to address a local, regional, or a global problem as a class.</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How do countries around the world use government to function effectively?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.

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<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>3.C.CP.1. Explain the basic purposes and functions of differing governing bodies in the world.</p> <p>3.C.CP.2 Compare how diverse societies govern themselves.</p> <p><u>Supporting Questions:</u> What are the different types of governments around the world?</p>	<p>Citizenship, Rules and Laws from Kindergarten and Grade 1, Function of Government from Grade 2</p>	<p>I am learning to explain the purposes and functions of different forms of government.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Identify different types of governments • Describe how countries use their government <p>I am learning how to compare different forms of government around the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Compare different ways people can participate in government • Compare leaders in different forms of government.
<p>3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.</p> <p><u>Supporting Question:</u> What roles do citizens play in different types of governments?</p>	<p>Citizenship, Responsibilities as a student/classmate, family member, community member (Kindergarten and 1st Grade), Rights and Responsibilities of Citizens in North America (From Grade 2)</p>	<p>I am learning how different forms of government operate in countries around the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Give examples of ways different forms of government maintain order and keep people safe. • Compare how countries around

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		<p>the world develop and enforce laws.</p>
<p>3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.</p> <p><u>Supporting Question:</u> How do countries around the world make their laws?</p> <p>What makes the U.S. a democracy?</p>	<p>Citizenship, Responsibilities as a student/classmate, family member, community member (Kindergarten and 1st Grade)</p>	<p>I am learning how different forms of government strive to uphold civic virtues around the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Define civic virtues. ● Explain how the structure of the United States is a democracy. ● Give examples of how the democracy of the U.S. promotes civic virtues. ● Explain how civic virtues look in different countries around the world.
<p>3.C.PR.1 Explain how processes, rules, and laws influence how individuals are governed and how diverse world communities address problems.</p> <p><u>Supporting Question:</u> How do leaders from around the world work together to solve problems that affect citizens globally?</p>	<p>Citizenship, Rules and Laws from Kindergarten and Grade 1, Function of Government from Grade 2</p>	<p>I am learning how processes in different governments influence how people are governed.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Give examples of how democratic and non-democratic government actions and laws influence citizens' behaviors to make communities better. <p>I am learning how diverse world communities address problems.</p>

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		<p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Define diplomacy • Give examples of how countries use diplomacy to keep friendships with other countries and address/solve problems.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Civic virtues: good qualities or behaviors that help make a community a better place Democracy: a way of running a country where the people have a say in how it's governed through voting Dictatorship: a type of government where one person or a small group has all of the power and controls the country without the input of the people Diplomacy: the way countries manage and keep friendships with other countries, and address problems that come up globally. Government: the group of people that make and enforce rules for a country or community Monarchy: a type of government ruled by a king or queen who usually has a lot of power, and passes that power down through their family Parliament: a group of people who make laws and decisions in a country, usually made up of representatives voted into their office. In the United States, we call this "Congress." Protest: speaking out or taking action to show disagreement of something, like a rule or a law Republic: a type of government where people elect leaders to represent them and make decisions for the country</p> <p>Country: a place with its own people (citizens), government, and land Laws: rules everyone in a country or community must follow to treat people fairly and keep people safe Petition: A written request signed by a group of people asking for something they feel is important-like asking the government to change a law. Rights: things people are allowed to do or have because they are human beings: like the right to speak freely Responsibilities: things people are expected to do to help their community or country-like following laws. United Nations: Located in New York City, it is the place where all the world's nations can gather together , discuss common problems, and find shared solutions that benefit all people.</p>		
<p>Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in bold can be cross-content with</p>		

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ELA)

Questioning:

3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.

3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.

3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.

3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Communicating Conclusions:

3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.

3.I.CC.3 Identify strategies to address local, regional, or global problems.

3.I.CC.4 Use listening, consensus-building, and voting procedures to determine the best strategies to take to address local, regional, and global problems.

Summative Assessment

[Link to the 2023-2024 Unit 1 Pearson Common Unit Assessment](#)

Anchor Materials

Savvas Leveled Readers (access through the digital reader):

-*What are Rules?*

-*A Day Without Rules*

-*Our Constitution at Work*

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Savvas Global Interaction articles (online)
Savvas Activity Maps
Savvas Chapter 4- All U.S. Government and Symbols

Savvas My World Activity Guide: Chapter 5

Celebrating Kentucky: KY 32-33

Additional Resources

Reading Books (from Kentucky Reading Association)

We the Kids: Preamble to the Constitution by David Catrow

▶ *We the Kids: The Preamble to the Constitution of the United States*

What If Everybody Did That?

▶ “What if Everybody Did That?” by Ellen Javernick (Read Aloud Story Time)

Databases/Websites:

Civics <https://www.icivics.org/>

Who Rules? [icivics](https://www.icivics.org/)

Brazilian Government

<https://kids.britannica.com/students/article/Brazil/273339#283138-toc>

https://factsfornow.scholastic.com/article?product_id=gme&type=0ta&uid=10749911&id=0041610-0

Mexican Government <https://kids.britannica.com/students/article/Mexico/275813>

Encyclopedia Britannica South African Government: <https://www.britannica.com/place/South-Africa>

[Kiddle: Government Facts for Kids](#)

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[Britannica Kids: Political Systems](#)


[China \(A True Book Series\) by Mel Friedman](#)

Videos:


What is a Civic Virtue?

 [Civic Virtue Definition for Kids](#)

Schoolhouse Rock: Preamble

 [The Preamble of The Constitution Schoolhouse Rock](#)

Schoolhouse Rock: I'm Just a Bill

 [Schoolhouse Rock - I'm Just a Bill](#)

[United Nations: CBC Kids](#)

[Miacademy Learning Channel: What are Types of Government?](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 2: Geography Around the World	2nd Quarter
Big Idea	
Unit 2 focuses on the location of countries around the world. In this unit, there is a specific focus on understanding how the actions of diverse groups of people shape local communities and regions over time. Additionally, students will explore how people adapt and modify their environment based on human values, beliefs, and environmental features. Students will explore how culture has impacted Kentuckians in the past and present. Students will learn to describe multiple perspectives	

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by exploring primary and secondary sources. As students read and explore sources throughout the unit, they will be able to construct responses to both compelling and supporting questions. At the end of the unit, students will be able to listen and build consensus with peers to construct an explanation to address a local, regional, or global problem.

Compelling Question		Interdisciplinary Literacy Practices
How does where we live affect how we live?		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.
3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos, and other geographic	Kindergarten: spatial reasoning – students should have an idea of location of objects in a room and a neighborhood.	I am learning how to use maps, photos, and other representations to show how geography impacts where people live.

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<p>representations.</p> <p><u>Supporting Questions:</u> How does geography differ in different places around the world?</p> <p>How does the geography of a place impact ways people live?</p>	<p>1st Grade: students should have an idea of the location of Kentucky on a map, and its basic physical features (mountains, rivers, plains)</p> <p>2nd Grade: students should have geographic reasoning about countries in North America; particularly the US, Canada, and Mexico.</p>	<p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Identify the basic parts of a map, including the compass rose, and the symbols within a legend/map key • Describe the information different maps tell me • Identify trends of human settlement and behavior on different maps • Apply map reading skills across maps that show different parts of the world.
<p>3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.</p> <p><u>Supporting Questions:</u> How have people changed the environment around them to meet their needs?</p> <p>How has technology helped us adapt to our environment?</p>	<p>From K-2: Students should have a foundational understanding of culture as a way of life for a group of people. Culture has context in the classroom setting, family setting, community, state, region, and country (including Canada and Mexico)</p>	<p>I am learning about how people change the environment around them in order to live.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Give examples of ways people make changes to the land around them • Explain the reasons why people change the environment around them • Identify ways technology is used to change the environment to meet the needs of people.
<p>3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.</p>	<p>From K-2: Students should have a foundational understanding of culture as a way of life for a group of people.</p>	<p>I am learning about how culture moves with people around the world.</p>

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<p>3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.</p> <p>3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.</p> <p><u>Supporting Question:</u> How are people’s choices or ideas influenced by the movement of people?</p>	<p>Culture has context in the classroom setting, family setting, community, state, region, and country (including Canada and Mexico) - In 3rd Grade, students will extend their understanding to include how culture moves with people from place to place.</p>	<p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Identify elements of culture ● Explain reasons people migrate (move) from one place to another ● Define cultural diffusion ● Give examples of cultural diffusion in my community
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Compass Rose: a symbol, usually a circle, that shows the directions on a map Continent: one of the big landmasses of earth, like North America, Africa, or Asia Country: a place with its own people (citizens), government, and land Cultural Diffusion: the movement of beliefs, values, and other elements of culture from one society to another Landforms: a natural feature on the Earth’s surface; the way the land looks Map Key (aka Legend): a table on a map that explains what the symbols and colors mean, and the scale of the map Migration: movement of people from one place to another Push and Pull Factors: reasons people are pushed from a region (move away); or pulled to a region (drawn to) Refugees: people who have been forced to leave their country to escape war, mistreatment, or a natural disaster. Scale: represents distance on a map by proportion; for example, one inch on a map equals one mile in the real world.</p> <p>Adapt: to adjust to the environment to live Cardinal Directions: North, South, East, West Culture: a way of life; includes food, clothing, language, religion, art Equator: 0 degrees latitude, goes around the widest point of the Earth east-west, divides the world into Northern and Southern hemispheres. Hemisphere: half of the Earth; divided Northern-Southern by the Equator and Eastern-Western by the Prime Meridian Intermediate Directions: Northeast, Southeast, Northwest, Southwest</p>		

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International Date Line: 180 degrees longitude, with the Prime Meridian, divides the Earth into Eastern and Western Hemispheres

Latitude: imaginary lines that run east-west across the earth to show an absolute location

Longitude: imaginary lines that run north-south across the earth to show absolute location

Prime Meridian: 0 degrees longitude, with the International Date Line, divides the Earth into Eastern and Western Hemispheres

Settlement: a place where people decide to create a community.

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.

3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.

3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.

3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Communicating Conclusions:

3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.

3.I.CC.3 Identify strategies to address local, regional, or global problems.

3.I.CC.4 Use listening, consensus-building, and voting procedures to determine the best strategies to take to address local, regional, and global problems.

Summative Assessment

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[Link to 2023-2024 Unit 2 Pearson Common Unit Assessment](#)

Anchor Materials

Savvas Global Interaction articles (online textbook through Easy Bridge)
Savvas Activity Maps
Savvas: Celebrating Kentucky

Additional Resources

Reading Books:

[Me on the Map](#)

[Mango, Abuela, and Me](#)

[Africa is Not a Country](#)

Websites/Databases:

[The Digital Atlas Project](#)

- [3.3.6 What does cultural diffusion look like around the world?](#)
- [3.2.3 How does U.S. geography influence how people live?](#)
- [3.2.4 How does U.S. geography compare to different places in the world?](#)
- [3.2.5 How does culture shape decisions?](#)
- [3.2.9 How have people changed their environment to meet their needs?](#)
- [3.2.9 How have people changed their environment to meet their needs?](#)
- [3.2.10 How have we used technology to adapt our environments?](#)

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☰ 3.1.6 How does the movement of people spread goods and ideas?

☰ 3.1.8 How do we share cultures?

The Lost Boys of Sudan: <https://www.nationalgeographic.org/activity/god-grew-tired-of-us-the-lost-boys-of-sudan/>

Reading a Resource Map: <https://www.nationalgeographic.org/activity/reading-resource-map/>

[Chinese Families in Louisville, KY](#)

[Lunar New Year](#)

[National Geographic: Refugees](#)

<https://education.nationalgeographic.org/resource/fun-geography>

<https://ket.pbslearningmedia.org/subjects/social-studies/geography/>

<https://education.nationalgeographic.org/resource/Continent>

Videos:

Sounds of Blackness:

▶ Sounds of Blackness - The Drum (Africa to America)

Evolution of Music:

▶ Evolution of Call and Response - A West African Tradition

[Geography of Africa](#)

[Kenya for Kids](#)

[KET: Learning Cardinal Directions](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 3: Historical Perspective Around the World	3rd Quarter

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Big Idea		
<p>Unit 3 focuses on how events in history impact the way people live today. Students will utilize timelines and maps to explore events, people, and technological developments that helped shape modern day cultures. Finally, students will examine how world events have had a lasting impact on the people of Kentucky.</p>		
Compelling Question	Interdisciplinary Literacy Practices	
<p>How do historical events change the way we live?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria
<p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>		<p>These are suggested and can be modified.</p>
<p>3.H.CH.1 Create and use chronological reasoning to learn about significant</p>	<p>From K-1, students should have an understanding of roles and</p>	<p>I am learning how different people and different events in history have</p>

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<p>figures, traditions, and events of diverse world communities.</p> <p>3.H.CH.2 Identify contributions made by inventors in diverse world communities.</p> <p>3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.</p> <p><u>Supporting Questions:</u> In what ways have people made an impact on the world?</p> <p>In what ways have events made an impact on the world?</p> <p>How have events in the world impacted Kentucky?</p>	<p>responsibilities of individuals and how individuals can make an impact on their community, state, country.</p> <p>From Grade 2, students will have an understanding of relationships between the United States, Canada, and Mexico.</p> <p>Students should have an understanding of the concepts of technology as anything that makes life easier.</p> <p>From previous units in Grade 3, students should be able to apply the concepts of civics and geography and extend into a historical context when looking at people and events of different places of the world.</p>	<p>impacted the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Define chronology. ● Use chronological reasoning to understand how historical events are ordered in time. ● Use information from a variety of sources (documents, photos, maps) to explain historical people and events in the world. ● Describe how inventions have made an impact on the world. ● Identify past and present events in the world that (have) impact(ed) Kentucky.
<p>3.H.CE.1 Compare diverse world communities in terms of members, customs, and traditions to the local community.</p> <p><u>Supporting Question:</u> How do traditions and customs in the U.S. and Kentucky compare with other parts of the world?</p>	<p>From Grades K-1, students should have an understanding of local and state customs and traditions.</p> <p>Extending from Grade 2, students will apply knowledge of customs and traditions from North America and extend to a global perspective.</p> <p>Students should be familiar with the elements of culture and how aspects of physical and human geography</p>	<p>I am learning to compare traditions and customs of people across the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Give examples of traditions and customs in Kentucky, the U.S. and in different places around the world. ● Connect how culture of these regions influence customs and traditions ● Make comparisons between

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	influence it.	different groups of people in their traditions and customs.
<p>3.H.CO.1 Evaluate the effects of people, goods, and ideas that diffused from one community into other world communities and the effects of the people, goods, and ideas on these communities.</p> <p><u>Supporting Question:</u> How have countries across the world influenced one another across history?</p>	<p>From the previous unit, students should be familiar with the concept of cultural diffusion. In this unit, students will apply that knowledge to a historical context, looking at trends in immigration in history and conflicts/compromises that have occurred across the world.</p>	<p>I am learning how information has spread through the movement of people, goods, and ideas across the world.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Give examples of how countries interacted through conflict and compromise in history. • Make connections to how the movement of people influence the culture of countries
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Chronology: the arrangement of events or dates in the order they occurred Conflict: a very serious disagreement or argument, sometimes leading to a war or battle between countries Compromise: an agreement or a settlement of a conflict, usually reached by each side giving up something they want in exchange for peace Inventor: someone who creates a process or a device (an invention) intended to make a task easier or more efficient Resolution: the result of a conflict or compromise</p> <p>Contribution: an offering to the greater good; to add or bring together Cultural Diffusion: the movement of beliefs, values, and other elements of culture from one society to another Culture: the way of life of a group of people (food, religion, art, language, clothing, customs, traditions, etc.) Customs: a widely accepted way of behaving in a society Traditions: practices and behaviors passed down from generation to generation in a culture/society</p>		
<p>Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in bold can be cross-content with ELA)</p>		

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Questioning:

3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.

3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.

3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.

3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Communicating Conclusions:

3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.

3.I.CC.3 Identify strategies to address local, regional, or global problems.

3.I.CC.4 Use listening, consensus-building, and voting procedures to determine the best strategies to take to address local, regional, and global problems.

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards
(Pearson Common Unit Assessment coming Spring 2025)

Anchor Materials

Savvas Global Interaction articles (online)

Savvas Activity Maps

Savvas Celebrating Kentucky P. 28-35

Additional Resources

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Reading Books:

[Emmanuel's Dream](#)

[Sweet Clara and the Freedom Quilt](#)

[Brothers in Hope](#)

[Seeds of Change](#)

Databases/Websites:

JCPS Resources

- ☰ 3.3.7 How has Kentucky influenced and been influenced by the world?
- ☰ 3.3.2 How do countries work together to address problems?
- ☰ 3.3.5 What are examples of conflicts between countries?
- ☰ 3.3.7 How has Kentucky influenced and been influenced by the world?
- ☰ 3.3.9 What do children's books tell us about migrant and refugee experiences?

[National Geographic Kids History](#)

<https://www.derbymuseum.org/education/>

[30 Famous Inventors Your Students Should Know - We Are Teachers](#)

[Kentucky Social Studies Resource Guide - Grade 3: Global Interactions](#)

[History for Kids](#)

[Ducksters KY History](#)

[Ducksters Scientists and Inventors](#)

[7 How Is the Movement of People, Goods, and Ideas Transforming the World? | Understanding the Changing Planet: Strategic Directions for the Geographical Sciences](#)

Videos:

[United Nations BrainPOP](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 4: Economics Around the World	4th Quarter
Big Idea	
<p>Unit 4 focuses on how people get what they need. In this unit, there is an emphasis on how countries interact and use trade. Students will explore the role of resources and specialization in meeting their needs. They will identify the impact technology has had on the exchange of goods and ideas. As students read and explore sources throughout the unit, they will be able to construct responses to both compelling and supporting questions. At the end of the unit, students will be able to listen and build consensus with peers to construct an argument with reasons and evidence to answer the compelling question with teacher support.</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How do countries around the world depend on each other to get what they need?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text.

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		10. Develop a literacy identity that promotes lifelong learning.
KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.
<p>3.E.ST.1 Describe examples of economic interdependence.</p> <p>3.E.MA.1 Differentiate between public and private property</p> <p>3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.</p> <p><u>Supporting Questions:</u> How do available resources in a country influence trade? How do people benefit from public and private services?</p>	<p>Building from Grades K-2, students should have an understanding of interactions between their community, state, country, and across North America.</p> <p>Connecting to Unit 2, students will make connections to how physical and human geography impact resources available in different countries.</p> <p>Connecting to Unit 3, the opportunity for students to connect inventors through a historical context (for example, Henry Ford and the assembly line or Eli Whitney with interchangeable parts) and specialization in an economic context.</p>	<p>I am learning how consumers and countries get the goods and services they want and need.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Identify goods and services available in the United States and Kentucky. ● Explain why some goods and services cannot be produced in the U.S. and/or Kentucky ● Give examples of how countries interact through trade. ● Define specialization and its impact on how countries trade ● Distinguish between public and private property ● Explain what goods and services public and private organizations can provide
<p>3.E.MI.2 Describe the relationship between supply and demand</p> <p>3.E.MI.1 Explain how producers and consumers interact to determine the</p>	<p>From K-1, students should have an understanding of goods and services available in their community and state.</p> <p>From Grade 2, students should have an</p>	<p>I am learning how producers and consumers interact to determine the prices of goods and services.</p> <p>I know I am successful when I can...</p>

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<p>prices of goods and services in markets</p> <p>3.E.MA.2 Investigate how the cost of things changes over time.</p> <p><u>Supporting Question:</u> How do supply and demand impact the price of goods and services?</p>	<p>understanding of supply and demand, producers and consumers.</p>	<ul style="list-style-type: none"> • Describe how supply and demand interact and impact the price of goods. • Define scarcity and explain its role in determining the price of goods. • Explain other factors that may influence the cost of goods and services.
<p>3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.</p> <p><u>Supporting Question:</u> What must be considered when making an economic decision?</p>	<p>From K-1, students should have an understanding of consequences that result of their actions (Civics thread).</p> <p>From Grade 2, students should have an understanding of interactions, political and economic between countries in North America.</p> <p>Students should already have an understanding of supply and demand.</p>	<p>I am learning about how economic decisions are made.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Define incentive and opportunity cost • Give examples of incentives and opportunity costs • Make connections to how an incentive and/or an opportunity cost influences economic decisions.

Vocabulary (Essential in bold, supporting not bolded)

Consumer: people who buy goods and services
Demand: the desire for a good (product) or service
Economics: study of how goods and services are made, bought and sold, traded, and generate wealth
Globalization: the way businesses or organizations develop international influence or start operating internationally.
Incentives: the benefits of an action that influence people’s decisions or behavior
Interdependence: how people and countries depend on one another
Market: the method of how goods and services are bought and sold
Opportunity Cost: the value of what is given up in a choice between two things (example: you can choose a Hershey’s bar or

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a Milky Way bar-the one you don't choose is your opportunity cost)

Producer: people who make goods or provide services (sell them)

Resources: things used to create goods and services. Resources come in a variety of forms: natural (from the land), human (skills people have and work people do), and capital (the things needed to make or do something, like tools or a factory)

Scarcity: when the demand for a good or service is more than what is available

Specialization: focusing work on one part or piece of producing a good or service

Supply: how much of a good or service is available

Goods: things (products) consumers can buy

Influence: forces that impact economic activity like scarcity, supply and demand, or laws

Services: work that is provided for consumers to purchase (like mowing a lawn, fixing a car, etc.)

Social Studies Inquiry Standards (to be incorporated throughout instruction - standards in **bold** can be cross-content with ELA)

Questioning:

3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.

3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.

3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.

3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Communicating Conclusions:

3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.

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3.I.CC.3 Identify strategies to address local, regional, or global problems.
3.I.CC.4 Use listening, consensus-building, and voting procedures to determine the best strategies to take to address local, regional, and global problems.

Summative Assessment

[2023-2024 Grade 3 Unit 3 \(Economics\) Pearson Common Unit Assessment](#)

Anchor Materials

Savvas Global Interaction articles (online)
Savvas Activity Maps
Savvas Celebrating Kentucky P. 36-39

Additional Resources

Reading Books:

- ▶ A Single Pebble: A Story of the Silk Road
- ▶ Uncle Jed's Barbershop
- ▶ Read Aloud General #89: Erandi's Braids by Antonio Hernandez Madrigal & Tomie dePaola
- ▶ KIDS BOOK READ ALOUD: LEMONADE IN WINTER - WITH LINK TO TEACHER RESOURCES
- ▶ Prices, Prices, Prices read aloud
- ▶ How To Make An Apple Pie and See the World by Marjorie Priceman
- ▶ The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer

Websites/Databases:

JCPS Resources:

- ☰ 3.1.2 Why do the things we use come from different countries?
- ☰ 3.1.3 How does specialization help countries trade?
- ☰ 3.1.5 How do we decide how much something costs?

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☰ 3.1.10 How did we learn things from different places/people before modern technology?

☰ 3.1.12 How does our country fulfill our needs?

New York State 3rd Grade Global Trade:

http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_3_Global_Trade.pdf

Videos:

[What is Globalization?](#)

[BrainPop Supply and Demand](#)

[BrainPop Silk Road](#)