

3rd Grade Social Studies



Prioritized Standards and Instructional Units 2022-2023

UNIT 1: <i>Origins of Goods and Ideas</i> 10+ Days	UNIT 2: <i>Where you live affects How you live</i> 10+ Days	UNIT 3: <i>Relationships Change Us</i> 10+ Days	UNIT 4: <i>Improving a Country</i> 8+ Days	UNIT 5: <i>Leaders Improving a Country</i> 10+ Days	UNIT 6: <i>Environmental Influence</i> 8+ Days	UNIT 7: <i>Impact of Differences</i> 10+ Days	UNIT 8: <i>Global Citizenship</i> 6+ Days
<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>Prioritized Standards for 22-23</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>

Origins of Goods and Ideas / Unit 1:

Suggested Pacing Guide: 10+ Days

Compelling Questions: Where do our ideas and goods come from?
Supporting Questions: <ul style="list-style-type: none"> ● Why do the things we use come from different countries? ● How does specialization help trade between countries? ● How does the movement of people spread goods and ideas? ● How do we share cultures? ● How did we learn things from different places/people before modern technology?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.	Supporting
3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.	Supporting
3.E.MI.2 Describe the relationship between supply and demand.	Supporting
3.E.ST.1 Describe examples of economic interdependence.	Supporting
3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.	Supporting
3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf

Crediting: [JCPS-Social Studies](#)

3.H.CO.1 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.	Supporting
3.H.CH.2 Identify contributions made by inventors in diverse world communities.	Supporting
Using Evidence:	Supporting
3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Where you live affects How you live / Unit 2:

Suggested Pacing Guide: 8+ Days

Compelling Questions: How does where we live affect how we live?
Supporting Questions: <ul style="list-style-type: none"> ● How does U.S. geography influence how people live? ● How does culture shape decisions? ● How does the geography of different countries shape what they trade? ● Why do goods and services have different prices around the world?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.	Supporting
3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.	Supporting
3.E.MI.2 Describe the relationship between supply and demand.	Supporting
3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	Supporting
3.E.MA.1 Differentiate between private property and public property.	Supporting
3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Supporting

3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.	Supporting
3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting
3.H.CO.1 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.	Supporting
3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Supporting
3.H.CH.2 Identify contributions made by inventors in diverse world communities.	Supporting
Using Evidence:	Supporting
3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Relationships Change Us / Unit 3:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How do our relationships with others change us?
Supporting Questions: <ul style="list-style-type: none"> ● How do countries work together to address problems? ● How does trade impact the relationships between countries? ● What does cultural diffusion look like around the world? ● How has Kentucky influenced and been influenced by the world? ● How do significant historical events impact us today?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CP.2 Compare how diverse societies govern themselves.	Supporting
3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	Supporting
3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.	Supporting
3.E.ST.1 Describe examples of economic interdependence.	Supporting
3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Supporting

3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.	Supporting
3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	Supporting
3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Supporting
3.H.CO.1 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.	Supporting
3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.	Supporting
3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Supporting
Communicating Conclusions:	Priority
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Supporting
3.I.CC.3 Identify strategies to address local, regional or global problems.	Priority
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.	Supporting
	Supporting

Improving a Country / Unit 4:

Suggested Pacing Guide: 8+ Days

Compelling Questions: How do rules and laws improve a country?
Supporting Questions: <ul style="list-style-type: none"> ● What makes the U.S. a democracy? ● Why are rules/laws different for each country? ● How do laws in different countries help citizens? ● How do citizens in different countries change laws they don't like? ● ●

Standards:	Priority or Supporting:
Questioning Standards:	Priority
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.	Supporting
Content Standards:	
3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.	Supporting
3.C.CP.2 Compare how diverse societies govern themselves.	Supporting
3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.	Supporting
3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	Supporting
3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	Supporting

3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting
3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Supporting
Using Evidence: 3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions: 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Leaders Improving a Country / Unit 5:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How can good leaders improve a country?
Supporting Questions: <ul style="list-style-type: none"> ● What are different types of leaders a country might have? ● How do leaders from different countries work together to solve global problems? (ThinkCERCA) ● How have leaders shaped the cultures of their countries? ● How do citizens in different countries influence their leaders? ● What do leaders consider when making choices?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.	Supporting
3.C.CP.2 Compare how diverse societies govern themselves.	Supporting
3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	Supporting
3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	Supporting
3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting

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3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Supporting
3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Supporting
3.H.CO.1 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.	Supporting
Using Evidence:	Supporting
3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Environmental Influence / Unit 6:

Suggested Pacing Guide: 8+ Days

Compelling Questions: Are we influenced by our environment?	
Supporting Questions: <ul style="list-style-type: none"> ● How is Kentucky’s geography different from other states? ● How has the environment influenced citizens’ choices? ● How has the environment influenced the cultures of different societies? ● How does culture shape choices in different countries? 	Suggested Sources: <ul style="list-style-type: none"> ● How is Kentucky’s geography different from other states? ● How has the environment influenced citizens’ choices? ● How has the environment influenced the cultures of different societies? ● How does culture shape choices in different countries?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	Supporting
3.E.MI.2 Describe the relationship between supply and demand.	Supporting
3.E.MA.2 Investigate how the cost of things changes over time.	Supporting
3.E.ST.1 Describe examples of economic interdependence.	Supporting
3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting

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3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.	Supporting
3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	Supporting
3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Supporting
3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Supporting
3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.	Supporting
Using Evidence:	Supporting
3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Impact of Differences / Unit 7:

Suggested Pacing Guide: 10+ Days

Compelling Questions: Are people impacted by their differences?	
<p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How do different countries compare in culture (how they use language, practice religion, create art)? ● How does the environment, or geography in different countries impact the people who live there? ● How does the environment, or geography impact different countries in what and how they trade? ● How do social structures and governments in different countries compare? ● How do different countries compare in how they use technology? 	<p>Suggested Sources:</p> <ul style="list-style-type: none"> ● How do different countries compare in culture (how they use language, practice religion, create art)? ● How does the environment, or geography in different countries impact the people who live there? ● How does the environment, or geography impact different countries in what and how they trade? ● How do social structures and governments in different countries compare? ● How do different countries compare in how they use technology?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CP.2 Compare how diverse societies govern themselves.	Supporting
3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.	Supporting
3.E.MI.2 Describe the relationship between supply and demand.	Supporting
3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	Supporting

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3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Supporting
3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting
3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Supporting
3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Supporting
Using Evidence:	Supporting
3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Supporting
3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.	Supporting
3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.	Supporting
3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting

Global Citizenship / Unit 8:

Suggested Pacing Guide: 6+ Days

Compelling Questions: Why should I be a global citizen?	
Supporting Questions: <ul style="list-style-type: none"> ● How am I impacted by my state, country, and world? ● What are the issues that I care about locally, my state, country, and world? ● How can I be a voice for what I care about? 	Suggested Sources: <ul style="list-style-type: none"> ● How am I impacted by my state and country? ● What are the issues that I care about locally, my state, country, and world? ● How can I be a voice for what I care about?

Standards:	Priority or Supporting:
Questioning Standards: 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	Priority
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	Supporting
Content Standards:	
3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.	Supporting
3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	Supporting
3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	Supporting
3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.	Supporting
3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.	Supporting
3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	Supporting

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3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people using a variety of maps, photos and other geographic representations.	Supporting
3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Supporting
3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.	Supporting
Using Evidence:	Supporting
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.	Supporting
3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	Priority
Communicating Conclusions:	Supporting
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.	Priority
3.I.CC.3 Identify strategies to address local, regional or global problems.	Supporting
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.	Supporting