

Quarter 1 Priority Standards and Skills

Standards: Social Studies 3 rd grade	Skills	Sample Questions
Knows that there are many sides to an argument and can share one's own side with evidence-based research.	By the end of 3rd grade, students will: SSS1.3.1 Explain the purpose of documents and the concepts used in them. SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.	<ul style="list-style-type: none"> ● Why is it important to vote? What information do you need to have to make you an informed voter? ● Why might different sources have different information about the same historical events or topics?
Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.	By the end of 3rd grade, students will: H1.3.1 Create timelines to show events connected to their cultural identities. H1.3.2 Compare the similarities and differences between their own cultural timelines and those of others. H1.3.3 Use timelines to explain the context of history.	<ul style="list-style-type: none"> ● How do timelines help us understand history? ● How is my timeline different from another classmate's timeline?
Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.	By the end of 3rd grade, students will: G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present. G1.3.2 Investigate 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 United States.	<ul style="list-style-type: none"> ● What impact did geographic location have on tribal people and other societies? ● How does the physical geography, including landforms and climate influence where people live?
Can make decisions about how to use resources to benefit oneself and others.	By the end of 3rd grade, students will: E1.3.1 Identify the costs and benefits of individual choices. E1.3.2 Identify positive and negative incentives that influence the decisions people make. E.1.3.3 Describe how individual choices are influenced by various cultural norms.	<ul style="list-style-type: none"> ● How do you make choices between your wants and needs? How do the needs of others influence your choices? ● How does culture influence the choices people make?
Knows that different communities create rules to promote the common good and individual liberties.	By the end of 3rd grade, students will: C1.3.1 Recognize the key ideals of unity and diversity. C1.3.2 Recognize and apply the key	<ul style="list-style-type: none"> ● What are the benefits and the challenges of diversity for a community?

	<p>ideals of unity and diversity within the context of the community.</p> <p>C1.3.3 Use deliberative processes when making decisions or reaching judgement as a group.</p> <p>C1.3.4 Identify core virtues and democratic principles found in classroom and school rules.</p>	<ul style="list-style-type: none"> Is it possible to make political decisions that are fair to all people? What does “fair” look like?

Quarter 2 Priority Standards and Skills

Standards: Social Studies 3 rd grade	Skills	Sample Questions
Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.	<p>By the end of 3rd grade, students will:</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).</p>	<ul style="list-style-type: none"> Why is it important to understand how and why trade impacts different cultural groups? Using a Venn diagram, what are the similarities and differences of how tribal people interact with their environment?
Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.	<p>By the end of 3rd grade, students will:</p> <p>H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.</p> <p>H2.3.2 Explain probable causes and effects of events and developments locally.</p>	<ul style="list-style-type: none"> How have cultural and ethnic groups helped to shape the history of our community? What events have impacted and shaped the growth of our community?
Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at local-to-regional scale. Human actions modify	<p>By the end of 3rd grade, students will:</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p>	<ul style="list-style-type: none"> What impact does geo-geographic location have on societies? What were the ways that people made a living in different communities? How

<p>the physical environment and, in turn, the physical environment limits or promotes human activities.</p>	<p>G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.</p>	<p>might the environment impact the jobs available for people?</p>
<p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p>	<p>By the end of 3rd grade, students will: E2.3.1 Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs. E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. E2.3.3 Explain why individuals and businesses specialize and trade. E2.3.4 Explain the role of money in making exchange easier. E2.3.5 Explain how profits influence sellers in markets. E2.3.6 Identify examples of external benefits (acquired relationships) and costs (things given up). E2.3.7 Describe the role of financial institutions in an economy.</p>	<ul style="list-style-type: none"> ● Why don't we just trade items instead of using money? ● What does it mean to sell an item for a profit?
<p>Recognizes that one has rights and responsibilities as a citizen in one's own community.</p>	<p>By the end of 3rd grade, students will: C2.3.1 Describe the basic organization of government in the community or city. C2.3.2 Identify the basic function of government and laws in the community or city. C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community. C2.3.4 Describe ways in which people benefit</p>	<ul style="list-style-type: none"> ● How does my community or local government provide for its diverse members? ● Why does our community or local government have certain laws when other communities might not have the same ones?

	from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	

Quarter 3 Priority Standards and Skills

Standards: Social Studies 3 rd grade	Skills	Sample Questions
Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.	By the end of 3rd grade, students will: SS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	<ul style="list-style-type: none"> • What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States? How have some become mainstream and others marginalized? • How is my timeline different from another classmate's timeline?
Understands that historical events can be interpreted differently by different individuals, families, and communities.	By the end of 3rd grade, students will: H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events. H3.3.2 Explain connections among historical contexts and people's perspectives at the time. H3.3.3 Describe how people's perspectives shaped the historical sources they created.	<ul style="list-style-type: none"> • How can people have different perspectives about the same historical event or topic? • Why do some cities celebrate Columbus Day and others celebrate Indigenous People's Day?
Knows that people, products, and ideas can move, connecting local and global communities to each other.	By the end of 3rd grade, students will: G3.3.1 Explain that learning about the geography of North America helps us	<ul style="list-style-type: none"> • What different traditions, beliefs, and celebrations have been brought from countries around the world to the

	understand cultures from around the world.	United States?
Knows that the government has a role in the economy.	By the end of 3rd grade, students will: E3.3.1 Describe how local taxation supports one's community. E3.3.2 Explain the ways in which the government pays for the goods and services it provides.	<ul style="list-style-type: none"> • How do local or tribal governments pay for services they provide for their communities? • What resources are in our community and state to trade?
Knows that there are different communities nearby and that there may be different rules for different communities.	By the end of 3rd grade, students will: C3.3.1 Explain that tribes have lived in North America since time immemorial. C3.3.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe. C3.3.3 Explain how tribes of North America work to help the people of their tribes.	<ul style="list-style-type: none"> • How are tribal governments similar to other types of governments? • How do tribes work together to benefit their people?

Quarter 4 Priority Standards and Skills

Standards: Social Studies 3 rd grade	Skills	Sample Questions
Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.	By the end of 3rd grade, students will: SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation. SSS4.3.2 Give clear attribution to sources within writing or presentations. SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.	<ul style="list-style-type: none"> • Why do we need different rules at home, at school, and in the community? • How does culture influence the choices people make?
Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and	By the end of 3rd grade, students will: H4.3.1 Recognize and explain how significant cultural events have implications for current	<ul style="list-style-type: none"> • What is the significance of one cultural tradition in my family or my community? • What evidence can we use to prove a

understand current issues and events.	decisions. H4.3.2 Use evidence to develop a claim about our past community's history. H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.	claim about our community's history?
Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.	By the end of 3rd grade, students will: E4.3.1 Identify the positive and negative impacts of trade among and between cultural groups. E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups. E4.3.3 Explain the effects of increasing economic interdependence on different groups within participating cultural groups.	<ul style="list-style-type: none"> • How does culture impact trade decisions? • What are the costs and benefits of interdependence among nations?
Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."	By the end of 3rd grade, students will: C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections. C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote. C4.3.3 Demonstrate that voting is a civic duty.	<ul style="list-style-type: none"> • What does it mean to be an informed citizen? What does it mean to be a citizen in my classroom and school? • Why is it important for citizens to vote? How can citizens prepare themselves to be responsible voters?

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)