**Grade 3: Working Together**

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| **Grade Level Introduction:** To continue building the foundation for college, career and civic readiness, the goal for 3rd graders as 21st century learners is to continue to refine their questioning and evaluation skills, while building a broader understanding of the world around them. Students are ready to investigate how collaboration and the establishment of various responsibilities in a community and respect for others are necessary to achieve and maintain a functioning society. These investigations begin by developing an understanding of democratic processes and principles, through the concept of rules and authority. Using their understanding of rules and authority, students will build a context for the larger concept of democracy by exploring how ideas, events and people are connected through history, geography, economics and civics; how they all "work together.” As students examine how events from the past shape the future, they will also evaluate how their own understandings are shaped by the past. These engaged learners will use their growing understanding of the world to compare historical sources and establish cause and effect across time while investigating different historical perspectives. They will analyze and evaluate how productivity and opportunity costs influence decision-making and ​the role of money and financial institutions on decisions on both a small and large scale. They will examine why people exchange goods and services and how goods and productivity can be improved. In addition, these 21st century learners will come to an understanding that the physical environment plays a pivotal role in determining how society developed over time. Most significantly, through the Practices in the Inquiry Cycle, students will take informed action on issues that arise from the home, school and/or community, understand cause and effect and work collaboratively to communicate their ideas to authentic audiences. By the end of 3rd grade, students get a sense that people, ideas and events function both independently and together.  **Assumptions and Goals of Curriculum Development:**  **Sampling of Primary Resources Documents:** | |
| **3.CM.1 Civic and Political Institutions** *Explain how citizens engage in democratic processes and practice civic responsibility through government.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **3.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Demonstrate civic virtues, democratic principles and respect for various perspectives.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.CM.3 Processes, Rules and Laws** *Compare decision-making procedures in a variety of circumstances to address issues.* | |
| **Key Idea**: | |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** | ***Students who demonstrate understanding, can address the following Supporting Questions:*** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.EDM.4 Economic Decision Making** *Explain how economic decisions are affected by opportunity costs.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.EDM.5 Exchange and Markets** *Explain the role of money and financial institutions in economic markets.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.EDM.6 National Economy** *Describe ways people can increase productivity by using improved capital goods and human capital.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.EDM.7 Global Economy** *Describe and give examples of economic interdependence.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.GR.8 Spatial Views of the World**  *Construct various geographical representations of both familiar and unfamiliar places.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.GR.9 Human-Environment Interaction** *Explain how the culture of place or regions influences how people modify and adapt to their environments.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3. GR. 10 Human Populations Spatial Patterns and Movements**  *Explain how human settlements and movements relate to the availability of natural resources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3. GR. 11 Global Interconnections** *Describe how changes in physical and cultural characteristics of world regions affect people.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3. HT.12 Chronological Reasoning: Causation and Continuity** *Create and use chronological sequences of events to explain probable causes and effects of historical developments and events.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare and explain why individuals and groups during the same historical period differed in their perspectives.* | |
| **Key Idea**: Individuals and groups during the same historical period differed. | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**   * How do perspectives influence historical events? * Why do individuals have different perspectives? * What causes different perspectives? | **Students who demonstrate understanding, can address the following Supporting Questions:**   * What are examples of different historical periods? * What are different perspectives?   · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.HT.14 Historical Arguments** *Investigate and explain the concept of a claim about the past by examining a secondary source.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **3.HT.15 Interpretation and Synthesis** *Compare information provided by different historical sources about the past.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |