

**Standards Curriculum Map
Bourbon County Schools**

Level: 3rd grade

Grade and/or Course: Social Studies

Updated/Created: April 2020

***All teachers pay teachers resources can be found in our 3rd grade New Social Studies/Science shared drive.**

Days:	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
<p>UNIT 1 Government</p> <p>Weeks 1-2 (days 1-10)</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>Inquiry Standards: 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.</p> <p>Inquiry 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.</p> <p>Inquiry Standards: Communicating Conclusions 3.I.CC.4 Use listening, consensus-building and voting procedures to determine the</p>	<p>I can describe a democracy I can describe a monarchy I can describe a dictatorship I can compare and contrast how different types of governments select leaders. I can compare and contrast how different types of governments solve problems I can compare and contrast how different types of governments make decisions.</p>	<p>Democracy, vote, president, representatives, branches of government, citizen, monarchy, king/queen, absolute, constitutional, birth rights, dictatorship, dictator government, governing bodies, order law, election, legislation</p>	<p>Unit Strategies</p> <ul style="list-style-type: none"> - Kagan - read alouds <p>Duck for President What is the President’s Job? If I Were President We the People: The Constitution of the USA Shh! Were Writing the Constitution D is for Democracy Can’t You Make them Behave King George? The Composition</p> <ul style="list-style-type: none"> - role play - Class elections - Interactive notebooks - Inquiry 	<p>Worksheets: https://newpathworksheets.com/social-studies/grade-3/kentucky-standards</p> <p>Leaders and governing bodies around the world TPT https://www.teacherspayteachers.com/Browse/Search:3.C.CP.1%20</p> <p>Types of govt. Booklet https://www.teacherspayteachers.com/Product/Types-of-Government-Lapbook-Monarchy-Democracy-Dictatorship-1873627</p> <p>Inquiry: How laws are made C&C https://www.teacherspayteachers.com/Browse/Search:%203.C.C.P.2</p> <p>Types of Government (higher level) https://courses.lumenlearning.com/wmopen-introsociology/cha/pter/types-of-government/</p> <p>Other resources for purchase https://www.teacherspayteachers.com/Browse/Search:type%20o</p>

<p>Week 3 (days 11-15)</p>	<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>best strategies to take to address local, regional and global problems.</p> <p>Inquiry Standards: 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.</p> <p>Inquiry Standards: Using Evidence 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>Inquiry Standards: Communicating Conclusions 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p>	<p>I can explain how different types of government maintain order. I can explain how different types of government keep people safe I can explain how different types of governments enforce rules and laws</p>	<p>Cause and effect, consequences, Constitution, bill of rights, local government, mayor, state government, governor, national government, executive branch</p>	<p>- Project based learning</p>	<p>f%20government%20</p> <p>SS IXL E.1, E.2, E.3, E.4</p> <p>Why do we need a government? The "Lost Island" Activity & Lesson - Why do we need governments?</p> <p>Enforcing the Law https://www.teacherspayteachers.com/Product/Enforcing-the-Law-Lesson-4873957</p> <p>Local, state, national govt. Game https://www.teacherspayteachers.com/Product/Government-Jopardy-Game-3-5-400866</p>
<p>Week 4 (days 16-20)</p>	<p>3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.</p>	<p>Inquiry Standards: 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.</p> <p>Inquiry Standards: Using Evidence</p>	<p>I can describe a civic virtue I can list civic virtues that I have as a citizen in the USA I can compare and contrast the principals and views of different types of government</p>	<p>responsibilities, community, duties, rights, freedom, electoral process, regime, election</p>	<p>-</p>	<p>Kids Academy</p> <ul style="list-style-type: none"> - Good Citizenship & Social Skills for Kids <p>Study Island:</p> <ul style="list-style-type: none"> - Citizenship and Local Government - Citizenship, Rules, and Laws <p>Myon:</p>

<p>Week 5 (days 21-25)</p>	<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>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. Inquiry Standards: Communicating Conclusions 3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p> <p>Inquiry Standards: 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. Inquiry 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. Inquiry Standards: Communicating Conclusions 3.I.CC.3 Identify strategies to address local, regional or global problems.</p>	<p>I can explain how different forms of government create laws I can explain how different forms of government implement laws I can explain how diverse populations are governed in different areas of the world.</p>	<p>Branches of government, legislative, executive, judicial, house of representatives, senate, checks and balances, vote, veto, impeach, $\frac{2}{3}$ vote, electoral college, due process, constitution, bill of rights, council, cause and effect</p>		<ul style="list-style-type: none"> - Understanding How You Can Help - Understanding Your Civil Rights <p>US Gov (branches) https://www.teacherspayteachers.com/Product/US-GOVERNMENT-UNIT-Branches-of-Government-Constitution-Distance-Learning-2319380</p> <p>Three Branches of Govt https://www.teacherspayteachers.com/Product/Three-Branches-of-Government-Activity-Pack-Flip-Book-2237494</p> <p>Checks and balances https://www.teacherspayteachers.com/Product/Checks-and-Balances-Chart-and-Activities-1782462</p>
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HOT questions: **(Compelling)** Does development mean progress?

May include, but are not limited to:

- How is a monarchy similar to a dictatorship?
- What way would you design your government if given the option?
- Which is more beneficial, allowing citizens their freedoms or making sure all citizens are treated equally?
- If our country was a dictatorship, how could our systems look? What would be different from our current democracy? How would the president's role change?
- What problems could occur with a monarchy government?

Hot question activity:

Suppose we have decided to change our classroom into a dictatorship or monarchy. If you were in a leadership position in this classroom, what would you do?

Step 1: Choose the type of government that you would run.

Step 2: Describe how you would run the classroom. How would you deal with things like behavior, rewards, and classwork? Remember this can not be a free for all system where everyone can do whatever they want.

Days:	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resource:
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UNIT 2 Economics	
<p>Week 6 (days 26-30)</p>	<p>3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.</p> <p>Inquiry Standards: 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.</p> <p>Inquiry Standards: Using Evidence 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>Inquiry Standards: Communicating Conclusions 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p>
<p>Week 7 (days 31-35)</p>	<p>3.E.MI.2 Describe the relationship between supply and demand.</p> <p>Inquiry Standards: Questioning 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p>
<p><input type="checkbox"/> I can identify and describe examples of goods.</p> <p><input type="checkbox"/> I can identify and describe examples of services.</p> <p><input type="checkbox"/> I can identify and describe examples of a producer.</p> <p><input type="checkbox"/> I can identify and describe examples of a consumer.</p> <p><input type="checkbox"/> I can identify and describe different wants and needs.</p> <p><input type="checkbox"/> I can explain how producers and consumers interact.</p> <p><input type="checkbox"/> I can explain the concept of scarcity.</p> <p><input type="checkbox"/> I can explain how the prices of goods are determined by producers.</p> <p><input type="checkbox"/> I can explain why costs of the same product vary based on location.</p>	<p>Producers, sellers, products, consumers, buyers, goods, services, wants, needs, price, competition, costs, benefits, available resources, income. Loss, scarcity, monopoly , competition</p>
<p><input type="checkbox"/> I can explain what supply is.</p> <p><input type="checkbox"/> I can explain what</p>	<p>Demand, quantity, quality, supply, price, consumer,</p>
<p>Unit Strategies</p> <ul style="list-style-type: none"> - Kagan - Read alouds <p>The Great Fuzz Frenzy Max’s Dragon Shirt Alexander Who Used to Be Rich Last Sunday Abuela’s Weave A New Coat for Anna Snowflake Bentley Boom Town The Magic School Bus at the Waterworks How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty</p> <ul style="list-style-type: none"> - Role play - Interactive notebooks - Inquiry - Project based <p>Google slides</p> <ul style="list-style-type: none"> - Students create a google 	<p>SS IXL I.1, I.2</p> <p>Economics Academy 101- https://www.youtube.com/watch?v=84BSa7hZ6OO</p> <p>Producers and consumers-https://youtu.be/PAb8d0UjPzE</p> <p>Study Island: Budgets, Scarcity, and Trade-offs</p> <p>Goods and services worksheets/trade https://newpathworksheets.com/social-studies/grade-3/ken-tucky-standards</p> <p>Goods/service/ supply & demand https://www.teacherspayteachers.com/Product/Economics-Introduction-Consumer-Producer-Goods-Services-Supply-Demand-1606935</p> <p>Producer and consumer interaction https://www.teacherspayteachers.com/Product/How-Producers-and-Consumers-Help-Our-Economy-3915940</p> <p>Project based: Starting own business (idea for materials) https://www.teacherspayteachers.com/Product/Economics-Unit-Project-Based-Learning-Financial-Literacy-2990952</p> <p>SS IXL I.1, I.2</p>

<p>Week 9 (days 36-40)</p>	<p>3.E.ST.1 Describe examples of economic interdependence.</p>	<p>about the interactions of diverse groups of people using evidence and reasoning.</p> <p>Inquiry Standards: Communicating Conclusions 3.1.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p> <p>Inquiry Standards: Questioning 3.1.Q.1 Ask compelling questions about the interactions of diverse groups of people. 3.1.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.</p> <p>Inquiry Standards: Using Evidence 3.1.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>Inquiry Standards: Communicating Conclusions 3.1.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p>	<p>costs of products are determined</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain why costs of the same product vary based on location <input type="checkbox"/> I can explain why costs of products change over time <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the meaning of economic interdependence. <input type="checkbox"/> I can identify and describe examples of economic interdependence. <input type="checkbox"/> I can describe the meaning of specialization. <input type="checkbox"/> I can explain the benefits of specialization. <input type="checkbox"/> I can identify human, capital and natural resources. <input type="checkbox"/> I can explain how others rely on one another for natural, capital and human resources domestically and internationally. 	<p>monopoly, scarcity, Budget</p> <p>Reliance, produce, trade, goods, services, specialization, efficiency, obtain, capital resource, human resource, natural resource, domestic, international, scarcity,</p>		<p>Private vs public https://www.econedlink.org/resources/goods-and-services-some-are-private-some-are-not/</p> <p>Competition Activity https://www.econedlink.org/resources/competition-pizza/</p> <p>Design your own money</p> <p>Trade and barter Schoolhouse Rock https://youtu.be/wHY5cdExNa8</p> <p>Trade worksheets https://newpathworksheets.com/social-studies/grade-3/ken-tucky-standards</p> <p>Types of resources sort https://www.teacherspayteachers.com/Product/Natural-Capital-and-Human-Resources-Cut-and-Paste-Sorting-Activity-2495685</p> <p>Interdependence activity https://www.teacherspayteachers.com/Product/World-Community-Social-Studies-Weekly-Alabama-Week-14-Economic-Interdependence-4734906</p> <p>Specialization https://www.econedlink.org/resources/specialists-light-up-our-lives/</p> <p>Formative Assessment weeks 8 & 9 https://forms.gle/rEklCgB5BbShDlq69</p>
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<p>Week 10 (days 41-45)</p>	<p>3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.</p>	<p>Inquiry Standards: 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. Inquiry Standards: Using Evidence 3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. Inquiry Standards: Communicating Conclusions 3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe an incentive. <input type="checkbox"/> I can explain how people are influenced by incentives <input type="checkbox"/> I can describe opportunity cost <input type="checkbox"/> I can explain how people use opportunity cost vs incentives to make economic decisions 	<p>Incentive, motivator, influence, opportunity cost, benefit missed, alternative, weighing the cost, Select</p>		<p>Scarcity https://www.econedlink.org/resources/the-crow-and-the-pitcher/</p> <p>Opportunity Cost Activity https://www.econedlink.org/resources/learning-economics-with-minecraft-choices-costs-and-benefits/</p> <p>Opportunity cost https://www.econedlink.org/resources/opportunity-cost-consumers/</p> <p>Incentives: https://www.econedlink.org/resources/what-are-incentives/</p> <p>How incentives influence us https://www.econedlink.org/resources/incentives-influence-us/</p> <p>Incentives in our community https://www.econedlink.org/resources/economic-incentives-in-our-community/</p>
<p>Week 11 (days 46-50)</p>	<p>3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.</p>	<p>Inquiry Standards: 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. Inquiry Standards: Using Evidence 3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe a trade <input type="checkbox"/> I can explain how trade can benefit people or groups <input type="checkbox"/> I can identify types of trades made <input type="checkbox"/> I can identify trades made inside my state (local) <input type="checkbox"/> I can identify trades made by my state to other regions/states <input type="checkbox"/> I can explain how 	<p>Trade, goods, services, availability, region, abundant items, specialized items, access, boost, economy, borders, resources,</p>		<p>Trade, exchange and interdependence https://www.econedlink.org/resources/trade-exchange-and-interdependence-video-and-quiz</p> <p>Global Trade https://www.teacherspayteachers.com/Product/NYS-Grade-3-Social-Studies-Inquiry-Global-Trade-2737882</p> <p>Kahoot https://create.kahoot.it/details/economics/0baf4775-3a</p>

		<p>diverse groups of people using evidence and reasoning.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>3.I.CC.3 Identify strategies to address local, regional or global problems.</p>	<p>various trades benefit Kentucky</p> <p>☐ I can explain why people living in different communities specialize in different ways of making a living and have a need to interact with each other.</p>			<p>06-4581-b311-6317926e3861</p> <p>How trade impact KY sources</p> <p>https://kyhistory.pastperfectonline.com/webobject/AB445DBE-FF75-4F5D-900F-908530304270</p> <p>https://kyhistory.pastperfectonline.com/webobject/F46AFEC5-0882-4D63-9712-352427361919</p> <p>UNIT PROJECT</p> <p>Market Day</p> <p>http://www.thefriendlyteacher.com/2016/04/market-day-economics-project.html</p> <p>Formative assessment</p> <p>weeks 10 & 11 +spiral review of unit-</p> <p>https://forms.gle/Vv74MhS6SECEbCR5A</p>
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HOT questions: (Compelling) Does development mean progress?

May include, but are not limited to:

- What could be possible solutions to fix low supply of an item? What effects could this cause?
- How would you change or improve trade between Kentucky and other regions? (can be items, procedures, etc.)
- Is there a way for prices to be consistent world-wide?
- How do you imagine life without the opportunity to buy what you want? What different ways could our market be designed?

Week 6

- How can we decide if something is a need or a want? Can you think of something that could be a need and a want? For example, you need new shoes. You could get them at Walmart, but you want Nike shoes. So Nike shoes could be considered both a want and a need.
- What would happen if everything cost the same amount no matter what the product was or what it cost to create it?
- What would happen to the price of tropical fruits, like pineapples and mangos, if they could be grown in Kentucky?

Week 7

- Imagine all of the orange trees in the United States suddenly stopped producing fruit and we were importing fruit from another country. The other country could

only send us half of our normal supply. What would happen to the supply and demand system? How would this affect the price of oranges in the United States? Why?

- Typically, limited edition items are more expensive. How does this support the relationship between supply and demand? Week

Week 8

- If Hannah starts a lemonade stand and sales her lemonade for one dollar per cup, would that be a reasonable price? What if you could walk down to the corner and buy lemonade from Charlie for fifty-cents?
- Hannah explains to you that the price of her lemonade is higher because she uses real fresh lemons and she even puts a slice on the rim of your cup. Charlie's lemonade comes from a gallon that you can get at the store. Should Hannah charge more than Charlie? Why?
- Emily goes to look at the art exhibit that is currently in her neighborhood park. When she arrives a boy named Ethan and his friends tell Emily she can not go into the exhibit. Is this allowed? Why or why not?
- The last time you bought string for your friendship bracelet business for one dollar per bunch. You charged one dollar per bracelet with three colors and each bunch of string made four bracelets. Now the store is charging three dollars per bundle. What does that mean will happen to the price that you charge per bracelet?

Week 9

- If I wanted to trade you my car for something, what would be a reasonable trade?
- Why would the cost increase more for items that are internationally traded than for those that are domestically traded? (Hint: think about cost of travel)
- Why can't everyone be economically independent? What would keep that model from working?

Week 10

- What types of influences could make you want to buy something?
- What would be an example of an incentive?
- Give an example of something you bought. What influenced you to get that? Was it priced at an opportunity cost or was there an incentive?

Week 11

- What is an example of a way that trade has benefited you?
- What are some resources that Kentucky can offer other areas of the United States? What are some resources that Kentucky does not have that we might trade other states for?

Days:	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
UNIT 3 Geography Week 12 (days 51-55)	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Inquiry Standards: Questioning 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	<input type="checkbox"/> I can describe what it means to immigrate (domestic and internationally)	Immigrate, emigrate, prejudice, bias, assimilation,	Unit Strategies: - Kagan - Read	TAKE COMMON ASSESSMENT THIS WEEK. https://drive.google.com/file/d/1yn1cvBE_j1AeTlswO38hDPJngrUO-XJ/view?usp=sharing Immigration: Ellis Island Immigration by Amy Labrasciano

<p>Week 13 (days 56-60)</p>	<p>3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.</p>	<p>3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.</p> <p>Inquiry Standards: Using Evidence</p> <p>3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.</p> <p>3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p> <p>Inquiry Standards: Questioning</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.</p> <p>Inquiry Standards: Using Evidence</p> <p>3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe what it means to emigrate (domestic and internationally) <input type="checkbox"/> I can describe the process of migration <input type="checkbox"/> I can describe examples of immigration and emigration <input type="checkbox"/> I can explain causes of migration <input type="checkbox"/> I can identify and explain push factors <input type="checkbox"/> I can identify and explain pull factors <input type="checkbox"/> I can explain effects of migration <input type="checkbox"/> I can explain how sharing and trading across cultures benefits Kentucky and Americans <input type="checkbox"/> I can explain the meaning of culture <input type="checkbox"/> I can identify aspects of culture <input type="checkbox"/> I can explain how cultural aspects of a region spread to new places <input type="checkbox"/> 	<p>poverty, settlement, seek, motivators, economic opportunity, religious freedom, borders, refugee, fleeing, conflict, safety, stability, migration, push factor, pull factor</p> <p>Culture, symbols, language, values, customs, religion, food, clothing, Travel, trade. information transfer, migration, communication, technology transfer, trade,</p>	<p>alouds</p> <p>Minette's Feast: The Delicious Story of Julia Child and Her Cat</p> <p>Ruby's Wish</p> <p>The Firekeeper's Son</p> <p>Around the World in Eighty Days</p> <p>Flat Stanley's Worldwide Adventures</p> <p>A Walk in London</p> <p>Country ABCs</p> <p>Follow that Map!</p> <p>There's a Map in my Lap</p> <p>Earth's Landforms and Bodies of Water</p> <p>Looking At Landforms</p>	<p>Vocab immigration, migration, emigration</p> <p>Migration, Immigration, & Emigration Vocabulary by Explore Discover Learn</p> <p>Migration video</p> <p>Migration - Why do people migrate?</p> <p>Push and Pull Factors</p> <p>Geography: Push and Pull Factors on Human Migration (Includes lesson, PP & Game)</p> <p>file:///home/chronos/u-b8a4597c55f3574449bbd6c98d2fb300e6962cf/MyFiles/Downloads/Push%20and%20Pull%20Factors.pdf</p> <p>Cultural Diversity</p> <p>Ways culture spreads: I have, who has</p> <p>I Have Who Has Spread of Cultures by Bluegrass State of Mind TpT</p>
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<p>Week 14 (days 61-65)</p>	<p>3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.</p>	<p>of diverse groups of people using evidence and reasoning. Inquiry Standards: Communicating Conclusions 3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p> <p>Inquiry Standards: 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.</p> <p>Inquiry Standards: Using Evidence 3.I.U.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p>Inquiry Standards: Communicating Conclusions 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the meaning and various aspects of culture <input type="checkbox"/> I can describe the meaning of a value <input type="checkbox"/> I can compare and contrast the cultures/values of groups of people around the world <input type="checkbox"/> I can compare and contrast my culture to other cultures around the world <input type="checkbox"/> I can describe how culture affects the way people live <input type="checkbox"/> I can explain how people or groups adapt or modify how they live based on their environment 	<p>globalization</p> <p>Culture, values, embedded differences, influence, location, desires , adapt, changes</p>		<p>Cultural Diversity Around the World Cultural Diversity: Life Around the World Bundle by The Principal's Wife *Germany and Mexico passages are used for assessments later in the unit so you might want to skip those in your lessons</p> <p>Aspects of Culture: Food Hey, Mom! What's for Breakfast?</p> <p>How social and cultural differences affect the market Old Toy - New Market</p> <p>Youtube: Video: 3rd Grade Culture and Diversity</p> <p>Assessments (weeks 12, 13, 14) Passage- Welcome to Life in Germany Sheets https://forms.gle/oduvAQ2x1WZuUfGt5</p>
<p>Week 15 (days 66-70)</p>	<p>3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people,</p>	<p>Inquiry Standards: Questioning 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify types of physical characteristics <input type="checkbox"/> I can name examples 	<p>Physical characteristics, topography, mountains,</p>		<p>Brainpop Jr.: Landforms</p>

<p>Week 16 (days 71-75)</p>	<p>using a variety of maps, photos and other geographic representations.</p> <p>3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.</p>	<p>3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.</p> <p>Inquiry Standards: Using Evidence</p> <p>3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.</p> <p>3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>3.I.CC.3 Identify strategies to address local, regional or global problems.</p> <p>Inquiry Standards: Questioning</p> <p>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p>3.I.Q.2 Develop supporting questions that help answer compelling questions about the</p>	<p>of physical characteristics from various regions</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify types of cultural characteristics <input type="checkbox"/> I can describe various cultural characteristics from various regions <input type="checkbox"/> I can identify ways that geographic data can be represented <input type="checkbox"/> I can describe components of a map <input type="checkbox"/> I can interpret various geographic tools to identify physical characteristics of a region <input type="checkbox"/> I can interpret various geographic tools to identify cultural characteristics of a region <input type="checkbox"/> I can infer how physical and cultural characteristics affect people <p>I can explain the meaning of cultural diffusion</p> <p>I can explain the meaning of cultural</p>	<p>valley, volcano, ocean, rainfall, soil texture, vegetation, cultural characteristics, Geography, represent, interpret, map, title, legend, compass rose, cardinal directions, intermediate directions, scale, symbols, grid, parallels, meridians, hemisphere</p> <p>Blend, cultural diffusion, diverse, inhabitants, immigrants, refugees, Commonwealth</p>		<p>Brainpop Jr.: Maps</p> <p>Building Landforms (playdoh or air dry clay)</p> <p>Map Skills http://www.teachersclubhouse.com/socialstudies.htm#mapskills</p> <p>Landforms https://www.teacherspayteachers.com/Product/Landforms-Worksheet-with-Google-Classroom-Distance-Learning-2450538?utm_source=blog&utm_term=28tpt28b&utm_campaign=TeachingTipstoTry379</p> <p>Landforms Freebie: https://drive.google.com/file/d/0B7mjRwFty62LeDZpd2wwYzNKWTO/view</p> <p>Study Island: Geography, the Environment, and the US</p> <p>Physical and human characteristics https://www.nationalgeographic.org/standards/national-geography-standards/4/</p> <p>How does it change people's views? https://www.nationalgeographic.org/standards/national-geography-standards/6/</p> <p>Cultural diffusion (may be adapted) https://www.teacherspayteachers.com/Product/Cultural-Diffusion-Activity-1053710</p>
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		<p>interactions of diverse groups of people.</p> <p>Inquiry Standards: Using Evidence</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>Inquiry Standards: Communicating Conclusions</p> <p>3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p>	<p>blending</p> <ul style="list-style-type: none"> ☐ I can describe how the overall culture of Kentucky has changed over time (original habitants to modern refugees) ☐ I can describe the impact/benefits of cultural diffusion and blending in Kentucky over time ☐ 	<p>of Kentucky, interact, context, diversity, globalization</p>		<p>Kentucky History https://www.teacherspayteachers.com/Product/Kentucky-History-and-Symbols-Unit-Study-3471505</p> <p>Kentucky Timeline https://www.teacherspayteachers.com/Product/Studying-State-History-KENTUCKY-HISTORY-A-Puzzle-Piece-Time-Line-Activity-1877236</p> <p>Kentucky's Story Video https://www.ket.org/education/resources/kentuckys-story/</p> <p>Impact on KY sources http://www.kyhistory.com/cdm/compoundobject/collection/RB/id/4476/rec/2 http://www.kyhistory.com/cdm/compoundobject/collection/MS/id/11583/rec/40 http://www.kyhistory.com/cdm/signitem/collection/Ohist/id/3452/rec/103 http://www.kyhistory.com/cdm/compoundobject/collection/MS/id/8799/rec/96</p> <p>Assessment Weeks 15 & 16 Use "Welcome to Life in Mexico" passage for this writing prompt. - Read the passage "Welcome to Life in Mexico". If the child described in this passage moved to Bourbon County, how might their culture diffuse or blend into our culture?</p>
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HOT questions: (Compelling) Does development mean progress?

May include, but are not limited to:

- Suppose there is a _____ (zombie apocalypse, ban on all food, etc.) only in the USA. How would you ensure that you survive?
- How does our culture make us similar and different? Construct an argument supported with evidence that addresses the compelling question.
- How does immigration compare to emigration? Are their effects similar?
- Can you design an accurate map only based on sensory details given aloud? (Give details describing an area, the scale of items/location, direction to various objects, etc)

Week 12:

- Suppose all of the crops died in Bourbon County. What would we have to do?
- Your family decides to move to Japan. Explain the process you would have to follow.
- What types of cultural aspects could you trade with the people in another country?

Week 13:

- Describe some of the aspects of culture in your home, community, town, school, state.
- Where do you think these aspects came from?

Week 14:

- What is something you value from your culture that someone else may not value?
- How does culture affect the way people live?

Week 15:

- Why would physical characteristics of the land have an affect on the culture in an area? Hint: think about the movie Moana. What do they value? Why don't we value that same thing here? Can you think of another example?
- Why is geographic data important to humans?

Week 16:

- Explain how cultural diffusion has affected our culture in Kentucky.
- Can you think of an example of cultural blending?

Days:	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
UNIT 4 History Week 17 (days 76-80)	3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Inquiry Standards: 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.	I can interpret a timeline I can design timelines to sequence significant historical events or major events in significant peoples lives I can define a custom I can describe a tradition	Timeline, sequence, chronological, significant, historical, custom, tradition, culture, belief, diverse,	Unit Strategies: - Kagan - Read Alouds Spotlight on My Country Series Country ABC's The Crane Girl	Timelines Printable Third Grade Social Studies Worksheets and Study Guides. Kentucky Academic Standards Youtube: Our Diverse World:Diversity Lesson for a 3rd Grade Class Holidays around the world

<p>Week 18 (days 80-85)</p>	<p>3.H.CH.2 Identify contributions made by inventors in diverse world communities.</p>	<p>Inquiry Standards: Using Evidence 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>Inquiry Standards: Communicating Conclusions 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.</p> <p>Inquiry Standards: 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.</p> <p>Inquiry Standards: Using Evidence 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>Inquiry Standards: Communicating Conclusions. 3.I.CC.3 Identify strategies to address local, regional or global problems.</p>	<p>I can identify how various cultures express their beliefs and practices I can describe how art, music, dance, and literature of various world cultures express time, place, and way of life I can describe how cultures around the globe celebrate holidays I can explain why traditions and practices important to communities</p> <p>I can describe how individuals have affected life in communities around the world, past and present through inventions and new technology I can explain how individuals, events and various ideas changed communities I can identify significant inventors and scientists from the past and present I can describe significant inventors and scientists contributions I can explain the impacts of scientific breakthroughs and new technology on communities around the world</p>	<p>diversity, practices,</p> <p>inventor , contribution, effect, scientist, technology, change, breakthrough, Thomas Edison, Alexander Graham Bell, Benjamin Franklin, The Wright Brothers, Henry Ford, Louis Pasteur, Eli Whiney, Geroge Washington Carver, Issac Newton, Albert Einstein, Samuel Morse, Jona Salk</p>	<p>My Very Own Room/ Mi propio cuartito Richard Wright and the Library Card Mama and Papa Have a Store Crazy Horse’s Vision Sweet Music in Harlem Aani and the Tree Huggers Baseball Saved Us As Fast as Words Could Fly A Ticket Around the World The Water Princess The Proudest Blue Electrical Wizard How Ben Franklin Stole the Lightning On a Beam of Light So You Want to be an Inventor? Hooray for Inventors Kentucky History Kentucky Troll Kentucky Native Americans</p> <ul style="list-style-type: none"> - Role Play - Interactive Notebook - Project 	<p>Holidays Around the World (Part 1 and Part 2) BUNDLE by Rachelle Smith</p> <p>Life around the world Cultural Diversity: Life Around the World Bundle by The Principal's Wife</p> <p>Understanding culture Culture. Culture. Culture. by Education With an Apron TpT</p> <p>SS IXL G.1-G.10</p> <p>Concept Mapping: (examples and scenarios) Benjamin Banneker Text http://files5.mycscope.us/095029209114236229170208067114081185254108216188/Download.ashx?hash=2.2 Benjamin Bannerker Example Concept Map http://files5.mycscope.us/027203163108132136051044197160234001006083249041/Download.ashx?hash=2.2 Scenarios for students to Solve http://files5.mycscope.us/127198066212057017014222061197191081136076193136/Download.ashx?hash=2.2 Scenario 1: Vaccine creator John Salk http://files5.mycscope.us/201190120063156020205189115196161017192179142200/Download.ashx?has</p>
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			I can explain events and ideas that have helped to shape communities		Based	<p>h=2.2 Scenario 2: Use of Braille-Helen Keller http://files5.mycscope.us/168139098165227102031020093222097091159164113107/Download.ashx?has h=2.2</p> <p>Scenario 3:Cyrus McCormick- Creator of the Mechanical Grain reaper http://files5.mycscope.us/247024138138098253126236219067240244054077077056/Download.ashx?has h=2.2</p> <p>Scenario 4: Phyllis Wheatley-Influentia African American Poet http://files5.mycscope.us/142091113138001245084103031173210056169183195146/Download.ashx?has h=2.2</p> <p>Scenario 5: Louis Pasteur-Discovered that sanitizing can kill germs http://files5.mycscope.us/213090227114253063158041093106086172198214186252/Download.ashx?has h=2.2</p> <p>Scenario 7: Maria Mitchell-first woman to use a telescope to discover comet http://files5.mycscope.us/130051123083169030106101098114137097141237234178/Download.ashx?has h=2.2</p> <p>Scenarios Key http://files5.mycscope.us/053204253250006059203252100076094187105242013239/Download.ashx?has h=2.2</p> <p>Inventions and inventors that changed the world https://www.teacherspayteachers.com/Product/Famous-Inventors-Inve</p>
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<p>Week 19 (days 86-90)</p>	<p>3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.</p>	<p>Inquiry Standards: 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. Inquiry Standards: Using Evidence 3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. Inquiry Standards: Communicating Conclusions 3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p>	<p>I can describe a community I can identify the three types of communities I can identify a world region by describing a characteristic that places within it have in common. I can identify multiple perspectives of world communities by comparing and contrasting points of view in differing world communities. I can describe a historical event in a world community (at least 1) I can analyze the relationship between geography, economics, and history in world communities. I can describe a historical development in a world community, using specific details, including time and place.</p>	<p>urban , rural , suburban, community, city, transportation, opportunity, custom, ethnic groups, ancestor, symbol, holiday, tradition, value, belief, Brazil, China, Mexico, region, characteristic, perspective, culture</p>	<p>https://www.teacherspayteachers.com/Product/Famous-Inventions-Reading-Comprehension-Passages-and-Questions-3rd-4th-Grade-4356917 (shared drive folder)</p> <p>Life in Diverse Communities https://www.teacherspayteachers.com/Product/Life-in-Diverse-Communities-1926410</p> <p>Understanding Communities Resource (Shared drive folder)</p> <p>Communities Around the world (Egyptian Community) https://www.teacherspayteachers.com/Product/Communities-Around-The-World</p> <p>Types of Communities: https://www.teacherspayteachers.com/Product/Communities-Urban-Suburban-Rural-Social-Studies-Communities-3702676?utm_source=https://www.pinterest.com/jamieknefel/pins/&utm</p> <p>Types of Communities Activities https://www.teacherspayteachers.com/Product/Types-of-Communities-Freebie-1531742</p> <p>Types of communities flipbook https://www.teacherspayteachers.com/Product/3-Types-of-Communities-That-Changed-the-World-1146909</p>
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<p>Week 20 (days 91-95)</p>	<p>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.</p>	<p>Inquiry Standards: 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. Inquiry Standards: Using Evidence 3.I.U.E.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. Inquiry Standards: Communicating Conclusions 3.I.CC.3 Identify strategies to address local, regional or global problems.</p>	<p>I can compare and contrast the lives of children in various world communities I can compare art, music and dance in various world communities I can explain how culture makes us similar and different</p> <p>I can describe the first people to live in North America, how they lived and how they live today I can describe how Native American cultures are similar and different I can explain how stories, legends, and the arts serve as expressions of cultural traditions I can analyze how and why the Native American cultures changed over time I can describe how Native American cultures were affected by exchanges with non-native peoples I can identify how people from differing cultural groups and ways of life work together to solve problems I can explain how differing beliefs impact relationships of differing communities</p>	<p>beliefs , immigration, emigration, push factors, pull factors, culture, community, cultural diffusion, Native Americans, Pilgrims,</p>	<p>es-Booklet-4071243</p> <p>Gradecam assessment on types of communities (quiz in shared drive)</p> <p>Daily Life of Pilgrims and Wampanoag https://www.scholastic.com/teachers/lesson-plans/2017-lesson-plans/pilgrim-wampanoag-daily-life-grade-s-3-5/</p> <p>Native American Cultural Regions https://www.teacherspayteachers.com/Product/Native-American-Cultural-Regions-Nonfiction-Passages-and-Lapbook-Kit-2459946</p> <p>Changes in Native American Life https://www.teacherspayteachers.com/Product/Changes-in-Native-American-Life-1550283</p> <p>Native Americans: lifestyle and culture https://www.teacherspayteachers.com/Product/Native-Americans-UNIT-2836109</p>
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<p>Week 21 (days 96-100)</p>	<p>3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.</p>	<p>Inquiry Standards: 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.</p> <p>Inquiry 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.</p> <p>Inquiry Standards: Communicating Conclusions 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p>	<p>I can explain how history impacts culture in communities today I can identify examples of people, goods and ideas that have diffused from one community into another I can explain the effects of cultural diffusion on people, goods and ideas</p> <p>I can identify significant historical documents, symbols, songs and selected readings specific to Kentucky and explain their historical significance. I can identify and compare cultures of diverse groups and explain why people explored and settled in Kentucky. I can use a variety of primary and secondary sources to describe significant events in the history of Kentucky and interpret different perspectives. I can explain how interpretations of events, people and places, or situations affect our understanding of the past and present</p>	<p>Primary source, secondary source, symbols, artifacts, timelines, diaries, KY Constitution, KY flag, KY state song, KY state motto, KY bird, KY flower, technology, transportation, communication, Native Americans</p>		<p>Kentucky Symbols and research projects https://www.teacherspayteachers.com/Product/State-Research-Project-KENTUCKY-Print-and-Go-Paper-State-Report-2035846 (on shared drive)</p> <p>KY project https://www.teacherspayteachers.com/Product/Kentucky-State-Research-Booklet-4437806 (on shared drive)</p> <p>Kentucky Info and Pictures https://kids.nationalgeographic.com/explore/states/kentucky/</p> <p>Kentucky's Story https://www.ket.org/education/resources/kentuckys-story/</p> <p>Kentucky Activities https://www.teacherspayteachers.com/Product/Kentucky-History-Activity-2142616</p> <p>World Events impact on KY sources http://www.kyhistory.com/cdm/co</p>
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			I can compare change over time in communication, technology, transportation and education in Kentucky			mpoundobject/collection/PH/id/10503/rec/7 Nena Shelton's Military Identification Card (historical document) http://www.kyhistory.com/cdm/sinpleitem/collection/MS/id/1/rec/73 Historic Word War II Poster https://kyhistory.pastperfectonline.com/webobject/5206C29C-D29C-4685-A613-211979476450 Chief's Firefighter Helmet used during rescue in New York on 9/11 https://kyhistory.pastperfectonline.com/webobject/DC9F54D7-CA68-4197-8F3B-190608466890
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HOT questions: (Compelling) Does development mean progress?

May include, but are not limited to:

- **Week 17:**
 - Why are timelines significant in learning about cultural events?
 - What role does culture play in music, art, dance, and literature?
 - How do your traditions reflect your culture and how is your culture different than your classmates?
 - How does understanding the culture of others help you to understand traditions?
- **Week 18:**
 - How have individuals influenced their communities and the world with their inventions?
 - How do events and ideas help shape our communities? If you were given the opportunity to create an invention, what type of invention would you make? Why would you choose to create this type of invention? How might life be different if the telephone was never invented? What if airplanes and air travel did not exist? How would the world we know be different?
- **Week 19:**
 - What are the three types of communities and how do they influence culture?
 - What is the relationship between geography, economics, and history in world communities?
 - What are some local, regional, or global problems? What arguments could you create in support of these problems?
- **Week 20:**
 - After the Pilgrims arrival, how was life different in America for the Native Americans? What changes do you think they brought? How would you feel?
 - If Native Americans had a redo, what do you think they would do differently?
 - In your opinion, what is the most important/shocking aspect of life that has changed from the past to the present? In what ways?
- **Week 21:**
 - How do historical documents, songs, and symbols related to Kentucky show significance to our state?

- How do events in Kentucky's history impact our lives today?
- How does reflecting on items from the past help us learn about Kentucky's history?

Location of possible sources:

- KHS Digital Collection: <http://www.kyhistory.com/>

(Includes over 56,000 documents, manuscripts, maps, oral histories, video clips, images, and more.)

- KHS Artifacts Catalog:

<https://history.ky.gov/resources/catalogs-research-tools/artifacts-catalog/>

(Contains photographs of over 106,000 objects such as furniture, clothing, personal items, art, and more.)

- Google Document containing various Sources:

(Coming soon)