

Preston Social Studies Standards Third Grade

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY		
INQ 3 1.1	Explain why compelling questions are important to others.	
INQ 3 1.2	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	
INQ 3 1.3	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	
INQ 3 1.4	Explain how supporting questions help answer compelling questions in an inquiry.	
INQ 3 1.5	Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	
CT Core Standards: ELA-Literacy – RI.3.1, W.3.7, SL.3.1. Key Vocabulary: questioning, argument, explanation, point of view.		
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS		
History		
<i>Change, Continuity and Context</i>		
Standard	Description	Theme/Content
HIST 3 2.1	Create and use a chronological sequence of related events to compare developments that happened at the same time.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
HIST 3 2.2	Compare life in specific historical time periods to life today.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States
HIST 3 2.3	Generate questions about individuals who have shaped significant historical changes and continuities.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States
Compelling Question	In what ways has our town and Connecticut changed and/or stayed the same over time?	

Supporting Questions	How was life in colonial Connecticut similar/different to life now?	
	Investigate historical Connecticut residents and their impact on Connecticut and national history.	
	What types of events change the essential characteristics of a town or state?	
Perspectives		
Standard	Description	Theme/Content
HIST 3 2.4	Explain connections among historical contexts and people’s perspectives at the time.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
HIST 3 2.5	Describe how people’s perspectives shaped the historical sources they created.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States; Cultural Diversity and a Connecticut State Identity.
Compelling Question	What is the significance of Connecticut’s contribution to America’s story?	
Supporting Questions	How did industries such as whaling, manufacturing, and technology create Connecticut’s history and contribute to America’s story?	
	What has Connecticut’s contribution to the nation been during wartime?	
	What contributions has Connecticut made to the political history of the United States?	
Historical Sources and Evidence		
Standard	Description	Theme/Content
HIST 3 2.6	Summarize how different kinds of historical sources are used to explain events in the past.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
HIST 3 2.7	Compare information provided by different historical sources about the past.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.

HIST 3 2.8	Infer the intended audience and purpose of a historical source from information within the source itself.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
HIST 3 2.9	Generate questions about multiple historical sources and their relationships to particular historical events and developments.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
HIST 3 2.10	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States.
Compelling Question	How does our town contribute to Connecticut's history?	
Supporting Questions	What symbols represent our town and state?	
	How are local landmarks and towns named?	
	Why were specific individuals in your community honored through monuments and memorials, and how did they affect the history of your town, state, and country?	
	What historical events occurred in our town?	
	How has our town changed and/or stayed the same over time?	
<i>Causation and Argumentation</i>		
Standard	Description	Theme/Content
HIST 3 2.11	Explain probable causes and effects of events and developments.	Using Evidence to Learn About the Past; The Indigenous Peoples of Connecticut; The Role of Local Towns and Connecticut in the United States; Cultural Diversity and a Connecticut State Identity.
Compelling Question	How has our local community contributed to Connecticut's story, past and present?	
Supporting Questions	What events occurred in our local community and how did they shape our community?	
	How have science, technology, and innovation affected the development of towns and cities in Connecticut (aerospace, insurance, manufacturing, etc.)?	
	What role have members of our local community had in major events in Connecticut's history?	

Civics		
<i>Civic and Political Institutions</i>		
Standard	Description	Theme/Content
CIV 3 2.1	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	The Structure and Function of State and Local Government
CIV 3 2.2	Explain how a democracy relies on people’s responsible participation, and draws implications for how individuals should participate.	The Structure and Function of State and Local Government
CIV 3 2.3	Explain how groups of people make rules to create responsibilities and protect freedoms.	The Structure and Function of State and Local Government
Compelling Question	How are governmental decisions made at the state and local levels?	
Supporting Questions	How is our local government run?	
	How do Connecticut’s legislative, executive, and judicial branches of government work?	
	What political issues have state and local leaders been forced to address in the past 10 years?	
	How have laws/rules differed during times of war and peace?	
<i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i>		
Standard	Description	Theme/Content
CIV 3 2.4	Identify core civic virtues and democratic principles that guide government, society, and communities.	Cultural Diversity and a Connecticut State Identity; The Structure and Function of State and Local Government.
CIV 3 2.5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.	Cultural Diversity and a Connecticut State Identity; The Structure and Function of State and Local Government.
Compelling Question	Is it possible to make political decisions that are “fair” to all people?	
Supporting Questions	How does one create laws concerning issues such as taxation that are “fair?”	
	How can we make a difference affecting the creation of the laws governing our society?	

<i>Processes, Rules, and Laws</i>		
Standard	Description	Theme/Content
CIV 3 2.6	Explain how rules and laws change society and how people change rules and laws.	The Structure and Function of State and Local Government
CIV 3 2.7	Explain how policies are developed to address public problems.	The Structure and Function of State and Local Government
Compelling Question	Why are rules/laws important?	
Supporting Questions	How are rules/laws made?	
	Why are rules/laws made?	
	Who makes rules/laws?	
	What would school/community/state/country be like without rules/laws?	
	What should a citizen do if he or she disagrees with a law?	
Economics		
<i>Economic Decision-Making</i>		
Standard	Description	Theme/Content
ECO 3 2.1	Compare the benefits and costs of individual choices.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	How do we trade for goods and services?	
Supporting Questions	Why do we live where we live?	
	How do we get the things we need to live (food, clothing, goods, etc.)?	
	Historically, what goods made in Connecticut have we traded elsewhere?	

<i>Exchange and Markets</i>		
ECO 3 2.2	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
ECO 3 2.3	Explain why individuals and businesses specialize and trade.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	What resources are in our community and state?	
Supporting Questions	How have science, technology, innovation, and natural resources affected the development of our community and state?	
	In what ways have the rivers and waterways in Connecticut influenced economic development?	
<i>National Economy</i>		
ECO 3 2.4	Explain the ways in which the government pays for the goods and services it provides.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	How does our government pay for goods and services?	
Supporting Questions	What are taxes? What are the laws concerning taxes in Connecticut and in your community?	
	How are financial decisions made in our families, communities, state, and country?	
	What goods and services do local, state, and federal governments pay for?	

Geography		
<i>Geographic Representations: Spatial Views of the World</i>		
Standard	Description	Theme/Content
GEO 3 2.1	Construct maps and other graphic representations of both familiar and unfamiliar places.	The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
GEO 3 2.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
GEO 3 2.3	Use maps of different scales to describe the locations of cultural and environmental characteristics.	The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	Why do we live where we live?	
Supporting Questions	Why is your town/state shaped the way it is?	
	How did your community get its name? Are there other places in the world with the same name? Why or why not?	
	What are the histories of towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut?	
What economic or geographic features have caused people to move to (or move out of) your town?		
<i>Human-Environment Interaction: Places, Regions, and Culture</i>		
Standard	Description	Theme/Content
GEO 3 2.4	Explain how culture influences the way people modify and adapt to their environments.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.

GEO 3 2.5	Explain how the cultural and environmental characteristics of places change over time.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
GEO 3 2.6	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	What is Connecticut’s state identity and in what ways is that identity inclusive of all residents?	
Supporting Questions	How is the “identity” of a state or region created?	
	How have indigenous peoples affected the history and culture of Connecticut?	
	How have various groups contributed to Connecticut’s identity?	
	What are some of Connecticut’s cultural and historical resources and how did they affect how people lived?	
	What is the “identity” of Connecticut today?	
<i>Human Population: Spatial Patterns and Movement</i>		
GEO 3 2.7	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
GEO 3 2.8	Explain how human settlements and movements relate to the locations and use of various natural resources.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.

GEO 3 2.9	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	Patterns and Causes of Population Development in Connecticut Towns and Cities; The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State; The Impact of Geography on Population Patterns and Economic Development.
Compelling Question	Why do you live where you live?	
Supporting Questions	Who controls the use of land and resources?	
	How are rivers and resources in Connecticut used to develop communities and economic systems?	
	What factors, besides economic ones, cause a person to move to a certain location?	
	What attracts a person to a town or city today? How is that different from what may have attracted them there in 1800?	
DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE		
INQ 3 1.6	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	
INQ 3 1.7	Use distinctions between fact and opinion to determine the credibility of multiple sources.	
INQ 3 1.8	Identify evidence that draws information from multiple sources in response to compelling questions.	
INQ 3 1.9	Use evidence to develop claims in response to compelling questions.	
CT Core Standards: ELA-Literacy – RI.3.1-10, W.3.1-2, W.3.7-10, SL.3.1, L.3.1-3. Key Vocabulary: argument, sources, evidence, claims, counterclaims, gather.		
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION		
INQ 3 1.10	Construct an argument using claims and evidence from multiple sources.	
INQ 3 1.11	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	
INQ 3 1.12	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	
INQ 3 1.13	Critique arguments.	
INQ 3 1.14	Critique explanations.	
INQ 3 1.15	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.	
INQ 3 1.16	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	

INQ 3 1.17	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
CT Core Standards: ELA-Literacy – RI.3.1, W.3.1-8, SL.3.1-6, L.3.1-3. Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility.	

Themes and Content Third Grade

Themes	Content
<p>Cultural Diversity and a Connecticut State Identity:</p> <ul style="list-style-type: none"> Analyze various sources to identify symbols, slogans, and mottos that represent Connecticut. What is Connecticut’s state identity and in what ways is that identity inclusive of all residents? How have various groups contributed to Connecticut’s identity. 	<p>The Indigenous Peoples of Connecticut:</p> <ul style="list-style-type: none"> What are the histories of the towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut? How have indigenous peoples affected the history and culture of Connecticut? How were indigenous peoples in Connecticut similar to indigenous peoples in surrounding regions? How were they different?
<p>The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State:</p> <ul style="list-style-type: none"> How have science, technology, and innovation affected the development of towns and cities in Connecticut (aerospace, insurance, manufacturing, etc.)? 	<p>The Impact of Geography on Population Patterns and Economic Development:</p> <ul style="list-style-type: none"> Identify how various groups and industry controlled the use of land and resources in Connecticut and/or your local town. How did various groups use the rivers and other geographic features in Connecticut to develop communities and economic systems? How has geography affected the growth and development of your own town and of Connecticut in general? Overall, have geographic factors aided or hindered economic growth in Connecticut and in your town?
<p>Patterns and Causes of Population Development in Connecticut Towns and Cities:</p> <ul style="list-style-type: none"> In what ways has our town and Connecticut changed and/or stayed the same over time? 	<p>The Structure and Function of State and Local Government:</p> <ul style="list-style-type: none"> Identify key features and structures of government in the state of Connecticut and in your town. In your town, who makes the important decisions concerning community and educational issues? How can citizens affect decisions made by state and local officials?
<p>The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State:</p> <ul style="list-style-type: none"> How does the geography of Connecticut affect the social, political, and economic development in local communities? 	<p>The Role of Local Towns and Connecticut in the United States (American Revolution, Industrial Revolution, Civil War, Westward Expansion, etc.):</p> <ul style="list-style-type: none"> What was the significance of Connecticut’s contribution to America’s story? Are there

<ul style="list-style-type: none"> • In what ways do the rivers in Connecticut influence economic development? • Why is your town shaped the way it is? 	<p>specific events and/or periods in America’s history where Connecticut played a major role?</p> <ul style="list-style-type: none"> • Analyze how your local community has contributed to Connecticut’s story, past and present. Are there specific events and/or periods in Connecticut’s history where your town played a major role? • What historical monuments and memorials exist in your town? Why were the events and individuals that these monuments and memorials were created for significant for your community?
<p>Using Evidence to Learn About the Past:</p> <ul style="list-style-type: none"> • Evaluate the reliability of difference types of sources of information about state and local history (written documents, photos, online, newspapers, film, museums, fiction, music, art). • Compare and contrast conflicting sources and use these sources to draw conclusions about state and local history. 	

Inquiry-Based Instruction and Assessments 3rd Grade

Inquiry-based instruction is established by Dimension 1, Dimension 3, and Dimension 4 above. Assessment of content knowledge (Dimension 2) is conducted through assessments of CT Core English/language arts standards and vocabulary as identified for each dimension.