



3rd Grade Social Studies Curriculum Map

Last Updated: 11/18/24

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
<p>Chapter 7- Communities Introduction</p> <p>How is culture shared?</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time.</p> <p>SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	



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	<p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	
<p>Chapter 5- Gaining knowledge about communities</p> <p>How can I participate?</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5 Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p> <p>SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time.</p> <p>SS.EC.2.3 Generate examples of the goods and services that governments provide.</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and</p>	



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	<p>region. SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	
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Quarter 2		
Essential Question/Topic	Standards	Parent Resources
<p>Finish Chapter 5-Gaining knowledge about communities</p> <p>Chapter 1: Our Environment</p> <p>How do we interact with our planet?</p>	<p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time.</p> <p>SS.G.1.3 Locate major landforms and bodies of water on a map or other representation.</p> <p>SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>SS.G.3.3 Show how consumption of products connects people to distant places.</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.</p>	



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Quarter 3		
Essential Question/Topic	Standards	Parent Resources
<p>Chapter 2: Economics</p> <p>How do people get what they want and need?</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.8.3-5 Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</p> <p>SS.G.3.3 Show how consumption of products connects people to distant places.</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	<p>http://www.usmint.gov/kids</p>
<p>Chapter 4- Government, Landmarks, and Symbols</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5</p>	



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<p>Why do we have government?</p>	<p>Create supporting questions to help answer essential questions in an inquiry. SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions. SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions. SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems. SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms. SS.CV.3.3 Compare procedures for making decisions in the classroom, school and community. SS.EC.2.3 Generate examples of the goods and services that governments provide. SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region. SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	
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Quarter 4		
Essential Question/Topic	Standards	Parent Resources
<p>Chapter 6-A Growing Nation</p> <p>How does life change throughout history?</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time.</p> <p>SS.H.1.3 Create and use a chronological sequence of events.</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	
<p>Chapter 3-Communities Build a Nation</p> <p>How does our past affect our present?</p>	<p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p>	



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	<p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.CV.3.3 Compare procedures for making decisions in the classroom, school and community.</p> <p>SS.G.1.3 Locate major landforms and bodies of water on a map or other representation.</p> <p>SS.G.3.3 Show how consumption of products connects people to distant places.</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.H.1.3 Create and use a chronological sequence of events.</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	
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