



inquirED

3rd Grade Scope and Sequence

Topic: Global Connections

Inquiry Question: How can we act as global citizens?

Description: Students explore the ways they are connected to distant places, and the people who live there, through the movement of people, goods, and ideas.

Standards Covered:

Civics: Processes, Rules, and Laws:

- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Economics: Exchange and Markets

- D2.Eco.4.3-5: Explain why individuals and businesses specialize and trade

Economics: The Global Economy

- D2.Eco.14.3-5: Explain how trade leads to increasing economic interdependence among nations
- D2.Eco.15.3-5: Explain the effects of increasing economic interdependence on different groups within participating nations

Geography: Spatial Views of the World

- D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places
- D2.Geo.2.3-5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics
- D2.Geo.3.3-5: Use maps of different scales to describe the locations of cultural and environmental characteristics

Geography: Spatial Patterns and Movements

- D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.9.3-5: Summarize how different kinds of historical sources are used to explain events in the past

Topic: Migration and Movement

Inquiry Question: How can we honor and respect our many cultures?

Description: In this unit, students explore the timeless themes of immigration as they investigate the push and pull factors, challenges, and successes that immigrants experience.

Standards Covered:

Civics: Civic and Political Institutions

- D2.Civ.6.3-5: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

Civics: Processes, Rules, and Laws

- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Geography: Spatial Patterns and Movements

- D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.17.3-5: Summarize the central claim in a secondary work of history

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: 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
- D2.His.9.3-5: Summarize how different kinds of historical sources are used to explain events in the past

Topic: Equality and Justice

Inquiry Question: How can we take steps forward toward equality and justice?

Description: In this unit, students explore how citizens exercise their rights and responsibilities, investigating the civil rights movement and contemporary examples of adults and youth exercising their rights and responsibilities.

Standards Covered:

Civics: Civic and Political Institutions

- D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms
- D2.Civ.5.3-5: Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

Civics: Processes, Rules, and Laws

- D2.Civ.11.3-5: Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/ or society
- D2.Civ.13.3-5: Explain how policies are developed to address public problems
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.17.3-5: Summarize the central claim in a secondary work of history

History: Change, Continuity, and Context

- D2.His.1.3-5: Create and use a chronological sequence of related events to compare developments that happened at the same time

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: 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
- D2.His.9.3-5: Summarize how different kinds of historical sources are used to explain events in the past

History: Perspectives

- D2.His.4.3-5: Explain why individuals and groups during the same historical period differed in their perspectives
- D2.His.5.3-5: Explain connections among historical contexts and people's perspectives at the time
- D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created