

3RD GRADE SOCIAL STUDIES CURRICULUM RESOURCES

Inquiry Title	Compelling & Supporting Questions	Description	Standards
How Can We Visually Represent Our World?	<p><b>How can we visually represent our world?</b></p> <ul style="list-style-type: none"> <li>• Why do we take something spherical and make it flat?</li> <li>• What are the different ways we can represent our world?</li> <li>• Besides a map, how can we represent our world?</li> </ul>	<p>This inquiry engages third grade students in exploring world geography through the compelling question- How can we visually represent our world? Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Students will plan an inquiry by collecting, evaluating, analyzing, and interpreting information; and they will suggest responses to what they have learned.</p>	<p>SS.3.1-8            SS.3.18            RI.3.1            RI.3.2            RI.3.5            RI.3.7            RI.3.9            W.3.2</p>
How Does Our Culture Make Us Similar and Different?	<p><b>How does our culture make us similar and different?</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• How does our culture make us similar and different?</li> <li>• How do cultures interact or influence each other?</li> </ul>	<p>Our culture is a vital part of who we are. It makes up our belief systems, traditions, and daily customs. To begin to think more globally, understanding other cultures provides different ways of looking at the world and our place in it. Students will examine differences and similarities between their own culture and others around the world in order to promote a more positive global understanding. Students will question how varying cultures interact and influence one another and analyze ways to promote cultural diversity within their own lives.</p>	<p>SS.3.1-3, 4, 5, 6, 8            SS.3.23            RI.3.1            SL.3.1, 3.4            W.3.1, 3.7, 3.8</p>
Why Do People Migrate from Around the World to the U.S.?	<p><b>Why do people migrate from around the world to the United States?</b></p> <ul style="list-style-type: none"> <li>• What are the push and pull factors of migration?</li> <li>• What was the role of Ellis Island in migration to the U.S.?</li> <li>• What are some modern reasons for migration today?</li> </ul>	<p>This is an important topic to examine as it directly relates to the 3<sup>rd</sup> grade social studies standards. Our content theme for 3<sup>rd</sup> grade is Movement Around Our World. Students need to study and analyze how different factors around the world impact how and why people and goods move and where people settle.</p>	<p>SS.3.1-8            SS.3.18            SS.3.20            RI.3.1, 3.5, 3.7            W.3.2, 3.7, 3.8</p>

Inquiry Title	Compelling & Supporting Questions	Description	Standards
<p>Why Do We Need Rules and Laws to Keep People Safe Throughout the World?</p>	<p><b>Why do we need rules and laws to keep people safe throughout the world?</b></p> <ul style="list-style-type: none"> <li>• How do we know a law is fair?</li> <li>• Why do we have rules and laws?</li> <li>• Are laws both equal and fair?</li> </ul>	<p>Students are exposed to a variety of rules at school and rules at home that often have different expectations. An understanding of how rules differ in the world can give students a greater understanding of why we have rules and laws.</p>	<p>SS.3.2, 5, 6, 8, 9                      SS.3.19                      RI.3.1, 3.5, 3.7                      SL.3.1, 3.4                      W.3.2, 3.7, 3.8</p>
<p>Why Do Countries Depend on Each Other?</p>	<p><b>Why do countries depend on each other?</b></p> <ul style="list-style-type: none"> <li>• Why do we trade with other countries?</li> <li>• How do natural resources, human resources, and physical capital influence the production of goods and services?</li> <li>• Who benefits the most from trade?</li> </ul>	<p>Economics is grounded in knowledge about how and why people choose to use resources. Throughout the inquiry process, students will understand the need for global trade and explore how resources impact goods and services.</p>	<p>SS.3.9                      SS.3.20                      SS.3.22                      SS.3.24                      SS.3.25                      RI.3.1, 3.5, 3.7                      SL.3.1, 3.4                      W.3.2, 3.7, 3.8</p>



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Financial Literacy Resource	Standards	Description of Financial Literacy Resource
<a href="#">Entrepreneurship</a> Text Set	<b>SS.3.24, SS.3.26, SS.3.27</b> , RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10	This resource includes 11 sources of text: books, websites, articles, and videos all focused on entrepreneurship. Students read more and more challenging text to increase their knowledge and vocabulary on the topic.
<a href="#">Show Me the Money!</a> Text Set	<b>SS.3.26, SS.3.27</b> , RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10	This resource includes 12 sources of text: books, websites, articles, and videos all focused on money, budgeting, needs, wants, saving, and spending. Students read more and more challenging text to increase their knowledge and vocabulary on the topic.
<a href="#">If You Made a Million</a>	SS.3.16, SS.3.20, SS.3.21, SS.3.22, <b>SS.3.27</b> , RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; W.3.1, W.3.4, W.3.7; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5	This text explains the nuts and bolts of how different types of coins, bills, and checks, how they are connected, and how your dollars can earn money through the bank.
<a href="#">My Rows and Piles of Coins</a>	SS.3.17, SS.3.18, SS.3.21, <b>SS.3.26, SS.3.27</b> , RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10; RF.3.3, RF.3.4, W.3.2, W.3.3, W.3.4, W.3.10; SL.3.1, SL.3.10, L.3.1, L.3.2, L.3.4, L.3.5, L.3.6	This is a story about Saruni, a young boy and his family, who were both consumers and sellers in a market in Tanzania. Some of the big ideas learned in this story are: Money is important. How much or how little money we have affects our lives. Learning the value of saving money allows us to make choices in purchasing things we need or want.
<a href="#">JA: More Than Money</a> Session One: Money in the Bank	<b>SS.3.26, SS.3.27</b> , RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6 RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4 RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4	Objectives: identify the role of money in everyday life, explain the benefits of a personal bank account Concepts include: bank account, deposit, earn, income, interest, money, register, savings, withdrawal. <b>*Contact your local JA office for a volunteer and programming.</b>
<a href="#">JA: More Than Money</a> Session Two: A Sense of Worth	<b>SS.3.26, SS.3.27</b> , RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6 RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4 RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4	Objectives: identify several characteristics of a positive work ethic, distinguish between working for someone and self-employment, identify ways to earn income through jobs or a small business, practice personal money-management skills through business and ethical decision making. Concepts include: business, employee, entrepreneur, income, job skills, mentor, money management, role model, self-employed, work ethic. <b>*Contact your local JA office for a volunteer and programming.</b>
<a href="#">Checking Accounts and Alternative Banking Methods</a>	<b>SS.3.27</b> , W.3.2, SL.3.1, SL.3.2	This lesson introduces the various options used to pay for current goods and services, including cash (ATM transactions), checks, and credit cards and saving for future purchases.
<a href="#">Less Than Zero</a>	<b>SS.3.27</b> , RL.3.1, W.3.2, SL.3.1,	In this lesson, students learn about saving, savings goals, interest, borrowing and opportunity cost by reading Less Than Zero by Stuart J. Murphy. Students use a number line and a line graph to track spending and borrowing in the story.
<a href="#">Private and Personal Information</a>	<b>SS.3.27</b> , RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6	As students visit sites that request information about their identities, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft. In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online.
<a href="#">EVERFI Vault: Understanding Money</a> Modules 1 & 3: Responsible Money Choices; Making Plans with Money	<b>SS.3.27, SS.3.28</b> , RI.3.1, W.3.2, SL.3.1, SL.3.2  <b>SS.3.26</b> , RI.3.1, W.3.2, SL.3.1, SL.3.2	<i>EVERFI is a free online resource for teachers. To use this resource, log in and create an account.</i>

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Type	Name of Resource	Standards	Description of Resource
Basal Alignment Project	A Day's Work <a href="https://achievethecore.org/page/1497/a-day-s-work">https://achievethecore.org/page/1497/a-day-s-work</a>	SS.3.16, SS.3.17, SS.3.18, SS.3.23, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6; W.3.2; SL.3.1, SL.3.2, SL.3.3	After his grandfather comes to America from Mexico, Francisco, a young Mexican-American boy, helps him find work. Francisco finds his grandfather work as a gardener even though the old man cannot speak English and was a carpenter by trade. This lie leads to them pulling the wrong plants, and Francisco's grandfather insists that they work for free the next day to pull the weeds and replant the ones they had mistakenly pulled. The grandfather teaches Francisco a valuable lesson.
	Angel Child, Dragon Child <a href="https://achievethecore.org/page/1459/angel-child-dragon-child">https://achievethecore.org/page/1459/angel-child-dragon-child</a>	SS.3.16, SS.3.18, SS.3.21, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4,	Angel Child, Dragon Child illustrates the challenges involved in cross-cultural friendships. During her first days at school in America, Ut experiences alienation and separation. Later, she finds understanding and acceptance. With his first encounters with a child from Vietnam, Raymond sees only her differences. Later, through closer encounters, he is able to see similarities in their needs and feelings.
	Anthony Reynoso: Born to Rope <a href="https://achievethecore.org/page/1413/anthony-reynoso">https://achievethecore.org/page/1413/anthony-reynoso</a>	SS.3.16, SS.3.17, SS.3.18, SS.3.21, SS.3.23, RL.3.1, RL.3.2, RL.3.4, RL.3.7, RL.3.9, RL.3.10; RF.3.3, RF.3.4; W3.2, W3.4, W3.8; SL3.1, SL.3.6; L.3.1, L.3.2, L3.4, L3.5	Nine-year old Anthony Reynoso is proud of his history, culture, and family tradition of Mexican rodeo-style roping and riding. He also enjoys various aspects of his modern life such as school, basketball, friendships, swimming, and exploring.
	Boom Town <a href="https://achievethecore.org/page/1488/boom-town">https://achievethecore.org/page/1488/boom-town</a>	SS.3.16, SS.3.20, SS.3.22, SS.3.24, RL.3.1, RL.3.2, RL.3.3, RL.3.7; W.3.2 W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.5	A family moves into an unpopulated area. With the ingenuity of one young girl, a town is established and grows. The idea of supply and demand is evident in this story. It begins with the young girl baking pies that leads to a trading post. The businesses in town grow to include a tanner, a cooper, a miller, a blacksmith, and a laundry.
	Cocoa Ice <a href="https://achievethecore.org/page/1399/cocoa-ice">https://achievethecore.org/page/1399/cocoa-ice</a>	SS.3.17, SS.3.23, SS.3.24, SS.3.25, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; W.3.2, W.3.4; SL.3.1; L3.1, L.3.2, L.3.4	Cocoa Ice is set in the early 1800s. The story describes the exchange that occurs when a trading ship from Maine travels to the Caribbean village of Santo Domingo. The story is told in two parts, each part narrated by a girl who lives in one of these locations. The two communities are connected by a schooner that carries blocks of ice from the frozen Kennebec River in Maine to Santo Domingo. There the ice is traded for cocoa beans that are used for making chocolate.
	Good-Bye 382 Shin Dang Dong <a href="https://achievethecore.org/page/2108/good-bye-382-shin-dang-dong">https://achievethecore.org/page/2108/good-bye-382-shin-dang-dong</a>	SS.3.16, SS.3.18, SS.3.21, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4, SL.3.1, SL.3.2, SL.3.4; L.3.1, L.3.2, L.3.4	In this story, Jangmi moves from her home in Korea to a new home in the United States. At first she is sad about leaving behind her friends and Korean customs and traditions, but once she arrives in America she begins to adjust. She becomes hopeful that someday America could feel like home, too.
	I Love Saturdays y Domingos <a href="https://achievethecore.org/page/1505/i-love-saturdays-y-domingos">https://achievethecore.org/page/1505/i-love-saturdays-y-domingos</a>	SS.3.19, SS.3.20, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10; W.3.2, W.3.4, SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6	Even though her European American grandparents and her Mexican American grandparents have different traditions around food and celebrations, they both have many things in common and they both love their little granddaughter very much.
	If You Made a Million <a href="https://achievethecore.org/page/1498/if-you-made-a-million">https://achievethecore.org/page/1498/if-you-made-a-million</a>	SS.3.16, SS.3.20, SS.3.21, SS.3.22, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; W.3.1, W.3.4, W.3.7; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5	This text explains the nuts and bolts of different types of coins, bills, and checks, how they are connected, and how your dollars can earn money through the bank.

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	<p>My Rows and Piles of Coins  <a href="https://achievethecore.org/page/1501/my-rows-and-piles-of-coins">https://achievethecore.org/page/1501/my-rows-and-piles-of-coins</a></p>	<p>SS.3.17, SS.3.18, SS.3.21, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10; RF.3.3, RF.3.4, W.3.2, W.3.3, W.3.4, W.3.10; SL.3.1, SL.3.10, L.3.1, L.3.2, L.3.4, L.3.5, L.3.6</p>	<p>This is a story about Saruni, a young boy and his family, who were both consumers and sellers in a market in Tanzania. Some of the ideas gleaned from this story are that money is important, and the amount of money one has affects one's life. Students will learn the value of saving money and how that allows one to make choices in purchasing the things one needs or wants.</p>
Text Sets	<p>The Challenges of Being an Immigrant  <a href="https://achievethecore.org/page/2906/challenges-of-being-an-immigrant">https://achievethecore.org/page/2906/challenges-of-being-an-immigrant</a></p>	<p>SS.3.16, SS.3.18, SS.3.21, RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10,</p>	<p>This resource includes 11 sources of text: books, websites, articles, and videos all focused on the challenges an immigrant faces. Students read more and more challenging text to increase their knowledge and vocabulary on the topic.</p>
	<p>Entrepreneurship  <a href="https://achievethecore.org/page/2690/entrepreneurship">https://achievethecore.org/page/2690/entrepreneurship</a></p>	<p>SS.3.24, SS.3.26, SS.3.27, RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10,</p>	<p>This resource includes 11 sources of text: books, websites, articles, and videos all focused on entrepreneurship. Students read more and more challenging text to increase their knowledge and vocabulary of entrepreneurship.</p>
	<p>Show Me the Money!  <a href="https://achievethecore.org/page/2692/show-me-the-money">https://achievethecore.org/page/2692/show-me-the-money</a></p>	<p>SS.3.26, SS.3.27, RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10,</p>	<p>This resource includes 12 sources of text: books, websites, articles, and videos all focused on money, budgeting, needs, wants, saving, and spending. Students read more and more challenging text to increase their knowledge and vocabulary on the topic.</p>
	<p>Statue of Liberty  <a href="https://achievethecore.org/page/2905/statue-of-liberty">https://achievethecore.org/page/2905/statue-of-liberty</a></p>	<p>SS.3.26, SS.3.27, RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10, SS.3.26, SS.3.27</p>	<p>This resource includes 9 sources of text: books, websites, articles, and videos all focused on immigration during the late 1800's and early 1900's. Students read more and more challenging text to increase their knowledge and vocabulary on the topic.</p>

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Core Knowledge Domains	<p>The Ancient Roman Civilization  <a href="https://drive.google.com/file/d/0B2lfdEmxalZfVDirQWtEWE5ndG8/view">https://drive.google.com/file/d/0B2lfdEmxalZfVDirQWtEWE5ndG8/view</a></p>	<p>SS.3.15, SS.3.19, RL.3.2, RL.3.3, RL.3.7, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.1a-d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6, L.3.3a, L.3.4a-c, L.3.5a-b, L.3.6,</p>	<p>In this domain, students will be exposed to the history and culture of Ancient Rome. Students will learn about the government, food, religion, and social classes during this era.</p>
	<p>The Viking Age  <a href="https://drive.google.com/file/d/0B2lfdEmxalZFRW56S3JV3VYVku/view">https://drive.google.com/file/d/0B2lfdEmxalZFRW56S3JV3VYVku/view</a></p>	<p>SS.3.15, SS.3.19, SS.3.24, SS.3.25, RL.3.3, RL.3.7, RL.3.8, RL.3.9, RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.4, W.3.6, W.3.8, W.3.10, SL.3.1a-d, SL.3.4, SL.3.6, L.3.4a-c, L.3.5a-b, L.3.6 SS.3.15, SS.3.19, SS.3.24, SS.3.25</p>	<p>In this domain, students will be introduced to the people who lived during the Viking Age. They will learn how the Norse people fished, farmed, and traded. They will also learn about the Viking warriors and explorers.</p>
	<p>Native Americans: Regions and Cultures  <a href="https://drive.google.com/file/d/0B2lfdEmxalZFOXZHbmJKTXNDeGc/view">https://drive.google.com/file/d/0B2lfdEmxalZFOXZHbmJKTXNDeGc/view</a></p>	<p>SS.3.17, SS.3.19, SS.3.20, SS.3.21, SS.3.22, RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.4, W.3.6, W.3.8, W.3.10, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6, L.3.4a-c, L.3.5a-b, L.3.6</p>	<p>In this domain, students will learn how some Native Americans first migrated from Asia to North America, and then spread through North and South America. They will learn about how the Native Americans adapted to the regions in which they lived.</p>
	<p>European Exploration of North America  <a href="https://drive.google.com/file/d/0B2lfdEmxalZFMWZYcmZIRXNUTE0/view">https://drive.google.com/file/d/0B2lfdEmxalZFMWZYcmZIRXNUTE0/view</a></p>	<p>SS.3.15, SS.3.16, SS.3.20, SS.3.21, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.9, W.3.4, W.3.5, W.3.6, W.3.7 W.3.8, W.3.10, SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.3a, L.3.4a-c, L.3.5a-c</p>	<p>Students will learn the motivations of the explorers and how those motivations changed over time. They will also learn about the interactions between the explorers and the Native Americans.</p>
	<p>Colonial America  <a href="https://drive.google.com/file/d/0B2lfdEmxalZFZGNTd1BQSFh5M0E/view">https://drive.google.com/file/d/0B2lfdEmxalZFZGNTd1BQSFh5M0E/view</a></p>	<p>SS.3.15, SS.3.16, SS.3.17, SS.3.18, SS.3.19, SS.3.20, SS.3.21, SS.3.22, SS.3.23, SS.3.24, SS.3.25, RI.3.1, RI.3.4, RI.3.6, RI.3.7, RI.3.9, W.3.4, W.3.6, W.3.8, W.3.10, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.6, L.3.3a, L.3.4a-c, L.3.5a-c, L.3.6</p>	<p>Students will learn about how the colonies were established and the unique culture each one created. They will learn why different people migrated to the colonies, and how the climate, geography, and motivation of the settlers influenced life there.</p>