KNOX COUNTY PUBLIC SCHOOLS
Believe. Achieve. Succeed.

Course: Social Studies
Grade: 3rd **School:** **Teacher:**

Standards Website				
1st Nine Weeks- Geography, Economics				
	Standards	**Learning Target**	**Procedures & Engagement Activities**	**Assessments**
	3.I.Q.1: Ask compelling questions about the interactions of diverse groups of people.	**I can ask really interesting questions about how different groups of people interact with each other.** *Today we will ask questions that can help us understand more about how people from different backgrounds work together.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.G.MM.1: Analyze how human settlement and movement impact diverse groups of people.	**I can study how people decide where to live and how they move around, and then see how this affects different groups of people.** *Today we will understand better how human settlement and movement impact everyone.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.G.HI.1: Explain how the cultural aspects of a region spread beyond its borders.	**I can describe how the things that make one place unique, like its traditions, music, or food, can travel and become popular in other parts of the world.** *Today we will understand how the culture of a region can influence places far away.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.G.HE.1: Explain how the culture of places and regions influence how the people modify and adapt to their environments.	**I can talk about how the way people live in different places affects how they change their environment and adapt to it.** *Today will discuss things like how people in different places build*	**HOT Questions:** **1.** **2.** **3.**	**Formative:**

		their homes, grow food, and use natural resources based on their culture and traditions.	**Procedures/Activities:**	**Summative:**
	3.G.GR.1: Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.	**I can explain how both the physical features and the cultural aspects of different places around the world impact the people who live there.** *Today we will use maps, photos, and other ways of showing geography to help explain how the physical features like mountains and rivers, and the cultural aspects like language and religion, of different places around the world impact the people who live there.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.G.KGE.1: Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	**I can talk about how different cultures have mixed together in Kentucky over time, both in the past and now.** *Today we will explore how this blending, called cultural diffusion, has affected things like food, music, and traditions in Kentucky.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.UE.3: Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	**I can come up with answers to interesting questions about how different groups of people interact with each other.** *Today we will use evidence and good reasons to support our answers.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
1 Day For Review				
Social Studies District Common Assessment #1				
2nd Nine Weeks- Geography, Economics				

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3.E.MI.2: Describe the relationship between supply and demand.	**I can explain how supply and demand are related.** *Today we will learn that when there's a lot of something available (supply), but not many people want it (demand), its price usually goes down. But if there's not enough of it, and lots of people want it, the price goes up*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.E.MA.1: Differentiate between private property and public property.	**I can explain the difference between private property and public property.** *Today we will learn that private property belongs to individuals or groups, like houses or businesses, while public property is owned by the government or community, like parks or roads, and everyone can use it.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.E.MA.2: Investigate how the cost of things changes over time.	**I can look into how the prices of things change over time.** *Today we will discuss factors like inflation, changes in supply and demand, and economic trends, and understand why the cost of things goes up or down.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.E.ST.1: Describe examples of economic interdependence.	**I can give examples of economic interdependence.** *Today we will learn that countries or businesses rely on each other to trade goods and services.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.E.IC.1: Explain how people use incentives and opportunity costs to inform economic decisions.	**I can explain how people use incentives, like rewards or punishments, to make economic**	**HOT Questions:** **1.** **2.**	**Formative:**

		choices. *Today we will describe how people consider opportunity costs, which are the things they give up when they choose one option over another.*	**3.** **Procedures/Activities:**	 **Summative:**
	3.E.KE.1: Explain how trade between people and groups can benefit Kentucky.	**I can describe how trade with different people and groups can benefit Kentucky.** *Today we will discuss that trade can benefit Kentucky by accessing goods and resources, stimulating economic growth, and fostering cultural exchange.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.CC.1: Construct an explanation, using relevant information, to address local, regional, or global problems.	**I can build an explanation to tackle local, regional, or global issues by gathering relevant information and presenting it in a clear and logical way.** *Today we will identify the problem, research its and presenting this information in a clear and logical manner so we effectively address the issue at hand."*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.CC.2: Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.	**I can create a strong argument with reasons and evidence to tackle a local, regional, or global issue.** *Today we will present clear reasons backed by relevant evidence, so that we can effectively address the problem and propose potential solutions that consider the context and potential impact.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.CC.3: Identify strategies to address local, regional, or global problems.	**I can identify various strategies to tackle local, regional, or global problems.** *Today we learn that evaluating the feasibility and potential*	**HOT Questions:** **1.** **2.** **3.**	**Formative:**

		effectiveness of each strategy, will help us recommend the most suitable ones to address the specific problem at hand.	**Procedures/Activities:**	**Summative:**
	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.	**I can use listening to understand different perspectives, consensus-building to find common ground among stakeholders, and voting procedures to collectively decide on the best strategies to address local, regional, and global problems.** *Today we will learn that by involving everyone in the decision making process and considering diverse viewpoints, we can come to a solution that is supported and effective.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
1 Day For Review				
Social Studies District Common Assessment #2				
4th Nine Weeks-History , Civics				
	Standards	**Learning Target**	**Procedures & Engagement Activities**	**Assessments**
	3.I.Q.1: Ask compelling questions about the interactions of diverse groups of people.	**I can ask thought-provoking questions about how different groups of people interact with each other.***Today we learn that these questions can help uncover perspectives and potential solutions to challenges related to diversity, inclusion, and collaboration.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.Q.2: Develop supporting questions that help answer	**I can come up with helpful questions that make it easier to understand how different groups of people**	**HOT Questions:** **1.** **2.**	**Formative:**

	questions about the interactions of diverse groups of people.	**interact.** *Today we will learn that questions can help us learn more about why people act the way they do, what they have in common, and how they can work together.*	**3.** **Procedures/Activities:**	**Summative:**
	3.H.CH.1: Create and use chronological reasoning to learn about significant figures, traditions, and events of diverse world communities.	**I can use chronological reasoning to learn about important people, traditions, and events from different parts of the world.** *Today we will learn that by understanding the order in which things happened, we can see how they've shaped the diverse communities we have today.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.H.CH.2: Identify contributions made by inventors in diverse world communities.	**I can find out about the things that inventors from all around the world have created.** *Today we will learn that by learning about inventors inventions, we can see how people from different communities have helped make the world a better place.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.H.CE.1: Compare diverse world communities in terms of members, customs, and traditions to the local community.	**I can compare different communities from around the world with my own local community.** *Today we will look at things like the people who live in different places, the things they do, and the traditions they have, I can see how they're similar or different to where we live.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	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 of the communities.	**I can look at how things like people, goods, and ideas have spread from one part of the world to another.** *Today we will investigate what kind of impact they've had.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**

	3.H.KH.1: Explain how world events impact Kentucky, both in the past and today.	**I can describe how things happening around the world can affect Kentucky, both in the past and now.** *Today we will learn about things like wars, economic shifts, or cultural movements, and how they've influenced Kentucky's history and present.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.UE.1: Describe how multiple perspectives shape the content and style of a primary and secondary source.	**I can explain how different viewpoints can influence what's written in primary and secondary sources.** *Today we will learn that primary sources are like firsthand accounts, while secondary sources are written later and might have different perspectives.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.I.UE.2: Explain the relationship between two or more sources on the same theme or topic.	**I can explain how different sources that talk about the same thing are connected.** *Today we will compare sources to see where they agree, where they disagree, and how they help give a fuller picture of the theme or topic.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**

1 Day For Review

Social Studies District Common Assessment #3

4th Nine Weeks-History , Civics

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
	3.I.Q.2: Develop supporting questions that help answer questions about the interactions of diverse groups of people.	**I can come up with helpful questions that make it easier to understand how different groups of people interact.** *Today we will ask questions*	**HOT Questions:** **1.** **2.** **3.**	**Formative:**

		like 'What do these groups have in common?' or 'How do they communicate with each other?'	**Procedures/Activities:**	**Summative:**
	3.C.CP.1: Explain the basic purposes and functions of differing governing bodies in the world.	**I can explain why we have different governing bodies around the world and what they do.** *Today we will learn that some governments make laws, some provide services like healthcare and education, and others manage things like taxes and public infrastructure. Each governing body has its own specific roles and responsibilities*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.C.CP.2: Compare how diverse societies govern themselves.	**I can look at how different societies around the world govern themselves.** *Today we will compare things like political systems, laws, and how they make decisions.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.C.RR.1: Examine how the government maintains order, keeps people safe, and also makes and enforces rules as well as laws in diverse world communities.	**I can look at how governments in different parts of the world work to maintain order, ensure safety, and create and enforce rules and laws.** *Today we will learn about things like police services, legal systems, and regulatory agencies. By examining these aspects, we can understand better how diverse world communities are governed.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
	3.C.CV.1: Compare civic virtues and democratic principles within a variety of diverse world communities.	**I can compare civic virtues, which are things like honesty, responsibility, and respect for others, and democratic principles, like equality and freedom, across**	**HOT Questions:** **1.** **2.** **3.**	**Formative:**

		different communities around the world. *Today we will learn how these values are upheld and practiced in diverse societies.*	**Procedures/Activities:**	**Summative:**
	3.C.PR.1: Explain how processes, rules, and laws influence how individuals are governed and how diverse world communities address problems.	**I can explain how processes, rules, and laws impact how individuals are governed and how diverse communities address problems.** *Today we will learn that the processes help to ensure fair decision-making, rules set guidelines for behavior, and laws provide a framework for resolving disputes and maintaining order. By understanding these elements, we can see how communities navigate challenges and work towards solutions.*	**HOT Questions:** **1.** **2.** **3.** **Procedures/Activities:**	**Formative:** **Summative:**
1 Day For Review				
Social Studies District Common Assessment #4				