

FAYETTE COUNTY PUBLIC SCHOOLS - 3RD GRADE SOCIAL STUDIES 2025-2026

August 2025					<u>Unit 1: Governments Around the World</u> How do countries around the world use government to function effectively? <u>Essential Inquiry Standards:</u> 3.I.U.E.2: Explain the relationship between two or more sources on the same theme or topic. 3.I.CC.1: Construct an explanation, using relevant information, to address a local, regional, or global problem.	<u>Essential Content Standards:</u> 3.C.CP.1. Explain the basic purposes and functions of differing governing bodies in the world. 3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities. 3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities. 3.C.PR.1 Explain how processes, rules, and laws influence how individuals are governed and how diverse world communities address problems.
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25	26	27	28	29		
September 2025						
1	2	3	4	5		
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October 2025						
29	30	1	2	3		
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13	14	15	16	17	<u>Unit 2: Geography Around the World</u> How does where we live affect how we live? <u>Essential Inquiry Standards:</u> 3.I.Q.1: Ask compelling questions about interactions of diverse groups of people. 3.I.U.E.3: Construct responses to compelling and supporting questions about the interactions of diverse groups of people	<u>Essential Content Standards:</u> 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. 3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their
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November 2025						
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17	18	19	20	21	using evidence and reasoning.	environments. 3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
24	25	26	27	28		
December 2025						
1	2	3	4	5		
8	9	10	11	12		
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22	23	24	25	26		
29	30	31	1	2		
January 2026					<u>Unit 3: Historical Perspective Around the World</u> How do historical events change the way we live? <u>Essential Inquiry Standards:</u> 3.I.U.E.2: Explain the relationship between two or more sources on the same theme or topic. 3.I.U.E.3: Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	<u>Essential Content Standards:</u> 3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions, and events of diverse world communities. 3.H.CH.2 Identify contributions made by inventors in diverse world communities. 3.H.CE.1 Compare diverse world communities in terms of members, customs, and traditions to the local community. 3.H.CO.1 Evaluate the effects of people, goods, and ideas that diffused from one community into other world
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February 2026						
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March 2026						communities and the effects of the people, goods, and ideas on these communities.
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9	10	11	12	13	<u>Unit 4: Economics Around the World</u> How do countries around the world depend on each other to get what they need? <u>Essential Inquiry Standards:</u> 3.I.U.E.3: Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. 3.I.CC.1: Construct an explanation, using relevant information, to address a local, regional, or global problem.	<u>Essential Content Standards:</u> 3.E.ST.1 Describe examples of economic interdependence. 3.E.MI.2 Describe the relationship between supply and demand. 3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets. 3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.
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April 2026						
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May 2026						
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