

# Grade 3

Adopted 2022

## Inquiry

### Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others. [SS.3-5.IS.1](#)
2. Students generate supporting questions that require investigation to help answer essential questions. [SS.3-5.IS.2](#)
3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view. [SS.3-5.IS.3](#)

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### Evaluating Sources and Using Evidence

4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources. [SS.3-5.IS.4](#)
5. Develop claims using evidence from multiple sources to answer essential questions. [SS.3-5.IS.5](#)

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### Communicating Conclusions and Taking Informed Action

6. Construct arguments using claims and evidence from multiple sources. [SS.3-5.IS.6](#)
7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. [SS.3-5.IS.7](#)
8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies. [SS.3-5.IS.8](#)
9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems. [SS.3-5.IS.9](#)
10. Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints. [SS.3-5.IS.10](#)

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## Civics

1. Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways. [SS.3.CV.1](#)
2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies. [SS.3.CV.2](#)

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## Economics/ Financial Literacy

1. Compare the goods and services that people in the local community produce and those that are produced in other communities. [SS.3.EC.1](#)

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**2. Generate examples of the goods and services that governments provide.** SS.3.EC.2

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**3. Describe the role of banks and other financial institutions in an economy.** SS.3.EC.3

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**4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.** SS.3.EC.4

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## Geography

**1. Use print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.** SS.3.G.1

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**2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.** SS.3.G.2

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**3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.** SS.3.G.3

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## History

**1. Create and use a chronological sequence of related events to compare developments that happened at the same time.** SS.3.H.1

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**2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.** SS.3.H.2

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**3. Identify and analyze how different kinds of historical sources are used to explain events in the past.** SS.3.H.3