

GRADE 3

Anchor Standard	Grades 3-5 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others
	Inquiry Standard SS.3-5.1.2 Categorize questions according to the social studies disciplines
	Inquiry Standard SS.3-5.1.3 Create supporting questions to help answer compelling questions
	Inquiry Standard SS.3-5.1.4 Explain how supporting questions help answer compelling questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.3-5.2.1 Determine whether a source is primarily fact or opinion
	Inquiry Standard SS.3-5.2.2 Determine whether a source is primary or secondary
	Inquiry Standard SS.3-5.2.3 Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
Anchor Standard 3 Creating Claims	Inquiry Standard SS.3-5.3.1 Develop claims in response to compelling questions
	Inquiry Standard SS.3-5.3.2 Identify specific evidence that supports the claims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
	Inquiry Standard SS.3-5.4.2 Respectfully ask and answer questions about the reasons others use in their arguments and explanations
	Inquiry Standard SS.3-5.4.3 Present arguments and explanations using a variety of print, oral, and digital technologies

Anchor Standard 5 Taking Informed Action	Inquiry Standard SS.3-5.5.1 Identify local, regional, or global problems or issues in various times and places
	Inquiry Standard SS.3-5.5.2 Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions
	Inquiry Standard SS.3-5.5.3 Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues
	Inquiry Standard SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues

Theme 1	Rules and Laws		
Sample Compelling Questions	<ul style="list-style-type: none"> • Why do we follow laws? • When should rules and laws change? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 8 Processes, Rules and Laws	Rights and Responsibilities	Content Standard SS.3.1.8.1 Explore how people can change rules and laws, and how these changes affect society	<ul style="list-style-type: none"> • How People Change Rules and Laws: being elected to office, petitioning government, protests, strikes, voting • Changes to Society: civil rights, mandatory seat belts, voting rights, wearing helmets when riding bikes, women’s suffrage
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Governance, Power, and Authority	Content Standard SS.3.1.7.2 Describe the relationship between authority and power	<ul style="list-style-type: none"> • Authority: the legitimate right to give orders, make decisions, and enforce obedience • Power: the capacity or ability to direct or influence the behavior of others • Power without Authority: bullying, dictatorship
History Anchor Standard 19 Causation and Argumentation	Causes and Effects in History	Content Standard SS.3.1.19.3 Explain how groups have worked to effect change in American society	<ul style="list-style-type: none"> • Groups: environmental organizations, government organizations (e.g., Environmental Protection Agency, Centers for Disease Control and Protection), Mothers Against Drunk Driving, unions (e.g., end to child labor, 8-hour work day, safety)

Theme 2		Rights and Responsibilities of Citizens	
Sample Compelling Questions		<ul style="list-style-type: none"> • Do all people have the same opportunity to succeed? • What makes someone a good citizen in your community? 	
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Economics Anchor Standard 10 Exchange and Markets	Role and Functions of Markets	Content Standard SS.3.1.10.1 Explain the role of money in making exchange easier	<ul style="list-style-type: none"> • Money: convenience, less transactional time, portability, store of value
Economics Anchor Standard 10 Exchange and Markets	Role and Functions of Markets	Content Standard SS.3.2.10.2 Explain how public goods and services support community needs	<ul style="list-style-type: none"> • Public Goods and Services: emergency services, hospitals, libraries, parks, post offices, roads, schools
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Principles and Values of Democracy	Content Standard SS.3.2.7.3 Explain how to be a responsible and active citizen in a democracy	<ul style="list-style-type: none"> • Responsibilities: being an informed and active citizen, engaging in civil discourse, paying taxes, understanding and exercising the rights of citizenship, respecting the rights, beliefs, and opinions of others
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Principles and Values of Democracy	Content Standard SS.3.2.7.4 Explain how democratic rights promote equality and opportunity	<ul style="list-style-type: none"> • Rights: freedom of assembly, freedom of religion, freedom of the press, freedom of speech, right to petition the government for redress, voting
Civics Anchor Standard 6 Civic and Political Institutions	Governance, Power, and Authority	Content Standard SS.3.2.6.5 Explain the purpose of various government functions	<ul style="list-style-type: none"> • Purposes: consumer protection, education, environmental protections, health care, national passing and enforcing of laws, recreation, safety, sanitation, security

Theme 3		Migration	
Sample Compelling Questions		<ul style="list-style-type: none"> • Why do people move? • How does culture affect how you live? 	
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Geography Anchor Standard 13 Geographic Representations: Spatial Views of the World	Spatial Representation	Content Standard SS.3.3.13.1 Analyze how geographical features affect human life in local communities and those around the world	<ul style="list-style-type: none"> • Maps: ecosystems, geographic features, inquiry tool • Human Made Features: state boundaries, capital cities, roads
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Movement	Content Standard SS.3.3.15.2 Investigate factors that influence why people migrate and where they settle	<ul style="list-style-type: none"> • Push and Pull Factors: disasters, economics, human rights, religion
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Interdependence	Content Standard SS.3.3.16.3 Compare the ways people, goods, and ideas move from place to place	<ul style="list-style-type: none"> • Movement of People: automobiles, bicycles, planes, trains • Movement of Goods: mail, ships, trucks • Movement of Ideas: internet, media, person-to-person
Geography Anchor Standard 14 Human-Environment Interactions: Place, Regions, and Culture	Interactions and Impact	Content Standard SS.3.3.14.4 Analyze how cultural practices create and influence communities	<ul style="list-style-type: none"> • Culture: beliefs, food, language, practices, religion, traditions, values
History Anchor Standard 17 Change, Continuity, and Context	Chronological Thinking	Content Standard SS.3.3.17.5 Analyze connections among historical events using a timeline	<ul style="list-style-type: none"> • Historical Events: Native American migration across the Bering Strait and the settling of the Americas, Pacific migration and the settling of Hawai'i, European migration and colonization of New England, the forced migration of Africans to the Americas and institutionalized slavery

Theme 4		Our Changing World	
Sample Compelling Questions		<ul style="list-style-type: none"> • How can we use limited resources sustainably? • How can we respond to environmental change? 	
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Economics Anchor Standard 9 Economic Decision Making	Limited Resources and Choice	Content Standard SS.3.4.9.1 Compare ways that people are addressing the issue of limited natural resources	<ul style="list-style-type: none"> • Limited Resources: fossil fuels, minerals, water • Addressing the Issue: reduce use, recycle, develop alternate materials, develop alternate sources
Geography Anchor Standards 14 Human-Environment Interactions: Place, Regions, and Culture	Interactions and Impact	Content Standard SS.3.4.14.2 Analyze ways the environment of a community changes over time in various world regions	<ul style="list-style-type: none"> • Technological Impacts: deforestation, farming techniques, internet availability connects communities • Human Impacts: big corporations establish factories or stores, climate change, housing developments • Political Impacts: passage of laws for nature conservation
Geography Anchor Standards 16 Global Interconnections: Changing Spatial Patterns	Disasters	Content Standards SS.3.4.16.3 Analyze the effects of disasters on people around the world	<ul style="list-style-type: none"> • Disasters: earthquakes, floods, hurricanes, sea level rise, tornadoes, tsunami, volcanoes
History Anchor Standard 18 Perspectives	Historical Inquiry	Content Standard SS.3.4.18.4 Assess the reliability and accuracy of differing historical accounts	<ul style="list-style-type: none"> • Assess: media literacy, opinion vs. fact, propaganda vs. unbiased perspective, reliability of sources, same event from multiple perspectives