

3rd Grade - Communities Near and Far

<i>Unit 1 Compelling Question: GEOGRAPHY</i>	<i>Unit 2 Compelling Question: HISTORY</i>	<i>Unit 3 Compelling Question: ECONOMICS</i>	<i>Unit 4 Compelling Question: CIVICS</i>
How does Liberty State Park relate to geography and how humans interact with geography?	How does history and culture shape our community?	How are choices people make affected by available resources?	How can being an active citizen affect others?
3-5 Inquiry Standards			
<i>Creating Essential Questions</i>	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.		
<i>Creating Supporting Questions</i>	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.		
<i>Determining Helpful Sources</i>	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		
<i>Gathering and Evaluating Sources</i>	SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.		
<i>Developing Claims and Using Evidence</i>	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.		
<i>Communicating Conclusions</i>	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.		
	SS.3-5.IS.7. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.		
	SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.		
<i>Critiquing Conclusions</i>	SS.3-5.IS.9. Explain the use of inquiry strategies and approaches that will allow students to address local, regional, state, national, and global problems.		
<i>Taking Informed Action</i>	SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.		
Civics Standards			
Civic and Political Institutions	SS.3.CV.1. Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways.		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles			
Process, Rules, and Laws	SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.		
Geography			
<i>Geographic Representations</i>	SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.		
<i>Human-Environment Interaction</i>	SS.3.G.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.		
<i>Human Population</i>			
<i>Global Interconnections</i>	SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.		
Economics			
<i>Economic Decision Making</i>	SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.		

<i>Exchange and Markets</i>	SS.3.EC.2. Generate examples of the goods and services that governments provide.
<i>National and Global Economy</i>	
<i>Financial Literacy</i>	SS.3.EC.FL.3. Describe the role of banks and other financial institutions in an economy.
	SS.3.EC.FL.4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.
History Standards	
<i>Change, Continuity, and Context</i>	SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.
<i>Perspectives</i>	SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and or regions.
<i>Historical Sources and Evidence</i>	SS.3.H.3. Summarize how different kinds of historical sources are used to explain events in the past.
<i>Causation and Argumentation</i>	