

Grade 3: Global Interactions

Specific Overview

Grade 3: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Third graders continue to work toward this goal by applying the concept of community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students explain the basic purposes and functions of differing governing bodies in the world while comparing how diverse societies govern themselves. Students illustrate the relationship between supply and demand and describe examples of economic interdependence. Students explain how the cultural aspects of a region spread beyond its borders and how culture influences how people modify and adapt to their environments. Students compare diverse world communities in terms of members, customs and traditions to their local community while explaining how world events impact Kentucky. Students also investigate how communities work together while acknowledging the different perspectives of diverse groups in today's world.

Key Vocabulary:

May include, but is not limited to: benefit, chronological, contributions, culture, customs and traditions, demand, diverse, economic interdependence, governing bodies, immigrant, incentives, influence, law, multicultural, opportunity costs, property, region, representations, rule, supply

Looking Back, Looking Ahead: Connections Grade 2 and 4

In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the U.S). In grade 3, students apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). In grade 4, students use this knowledge to examine the reasons why and how people move from one place to another through migration and settlement of Colonial America.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 3. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	“How does where we live affect how we live?” Teachers can pose this question to students to facilitate exploration about why this standard applies to diverse groups of people in the world.
3.I.Q.2 Develop supporting questions that help answer compelling questions about the	Teachers can pose these questions to students to facilitate exploration about why this standard applies to the interactions of diverse groups of people in the world to address the compelling

Standard	Sample Evidence of Learning
interactions of diverse groups of people.	<p>question.</p> <ul style="list-style-type: none"> ● What goods are imported to and exported from Kentucky? ● How does the movement of goods impact diverse groups of people in the world? ● How are lives similar and different in communities across the world?
3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.	<p>People and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state. Kentuckians also benefit by selling abundant or specialized items outside the state to those without as much access. For example, Kentucky’s specialization in horse breeding and racing means that people from across the world come to the state to access these goods and services, helping boost the economy. Kentucky’s natural access to coal also serves as an item of trade across borders to areas not as rich in this resource. Students can explain how trading for goods, both to distribute what is locally produced and to acquire what not is available locally, impacts a students’ daily life.</p>
3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	<p>Human movement and settlement impacts both the people who move and those who may already be present in an area. For example, modern workers may choose to move to urban areas to seek greater economic opportunity and refugees fleeing conflict might cross national borders to seek safety and stability. In each case, there are positive and negative impacts both for those who move and for those already present in the areas to which migrations occur. Students can analyze how the settlement and movement of diverse groups of people impact different communities across the world.</p>
3.I.UJ.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	<p>Students can analyze newspaper covers from a variety of countries reporting on the same event.</p>
3.I.CC.3 Identify strategies to address local, regional or global problems.	<p>Students can analyze one local problem of scarcity or overabundance of a good and identify strategies to alleviate the problem.</p>

Opportunities for Cross Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and

the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to describe the relationship between individuals or a series of historical events over the course of a text. Students could also describe how reasons and evidence support specific claims in a text about interactions among diverse groups of people or the impact of human settlement and movement on diverse groups of people. They could also explain the relationship between information in two or more texts on the same topic, such as how trade benefits Kentucky. Students could compose explanatory pieces, using writing and digital resources, to examine how where we live affects how we live, and they could compose an opinion on a way to address a local, regional or global problem with supporting reasons.

Grade 3: Global Interactions Standards

Introduction

The focus of grade 3 is the extension of students’ understandings of the concept of community to include global communities. Students explore interactions between groups of people in Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students also investigate how cultures work together while acknowledging the different perspectives of diverse groups.

Concepts and Practices	Standards
I: Questioning	3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people. 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world. 3.C.CP.2 Compare how diverse societies govern themselves.
C: Roles and Responsibilities of a Citizen	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
C: Civic Virtues and Democratic Principles	3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.
C: Processes, Rules and Laws	3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.
E: Microeconomics	3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets. 3.E.MI.2 Describe the relationship between supply and demand.
E: Macroeconomics	3.E.MA.1 Differentiate between private property and public property. 3.E.MA.2 Investigate how the cost of things changes over time.
E: Specialization, Trade and Interdependence	3.E.ST.1 Describe examples of economic interdependence.

Concepts and Practices	Standards	
E: Incentives, Choices and Decision Making	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
E: Kentucky Economics	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.
G: Migration and Movement	3.G.MM.1	Analyze how human settlement and movement impact diverse groups of people.
G: Human Interactions and Interconnections	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
G: Human Environment Interaction	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
G: Geographic Reasoning	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.
G: Kentucky Geography	3.G.KGE.1	Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
H: Change and Continuity	3.H.CH.1 3.H.CH.2	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. Identify contributions made by inventors in diverse world communities.
H: Cause and Effect	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
H: Conflict and Compromise	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 on these communities.
H: Kentucky History	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.
I: Using Evidence	3.I.UE.1 3.I.UE.2	Describe how multiple perspectives shape the content and style of a primary and secondary source. Explain the relationship between two or more sources on the same theme or topic.

Concepts and Practices	Standards
	<p>3.I.U.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p>
<p>I: Communicating Conclusions</p>	<p>3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.</p> <p>3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.</p> <p>3.I.CC.3 Identify strategies to address local, regional or global problems.</p> <p>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.</p>

Grade 3: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	<p>3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.</p> <p>3.C.CP.2 Compare how diverse societies govern themselves.</p>	Societies across the modern world govern themselves using a variety of political forms. There are different processes for selecting leaders, solving problems and making decisions. For example, the process of electing a president of a democracy differs from the process by which a monarchy is established or a parliamentary system selects leaders. Sometimes, these governments are very similar to the democracy of the United States. Sometimes they are very different, such as the dictatorship of modern North Korea.
C: Roles and Responsibilities of a Citizen	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.	Across the modern world, varying forms of government exist. For example, the government of Spain is a constitutional monarchy while the government of India is a parliamentary democracy. Examining the principles and practices of various government types is essential to students' later ability to analyze and compare these forms and helps them comprehend the organizational structures of the world in which they live.
C: Civic Virtues and Democratic Principles	3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.	Not all communities are founded on democratic principles, and throughout the modern world, there are different views on how society and government should be organized. Being able to compare the underlying principles and ideas embedded in various forms of government is the

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Concept and Practice	Standard	Disciplinary Clarifications
		<p>starting point for more complex understanding and analysis of these views.</p> <p>Civic virtues are actions, attitudes, duties, and practices citizens undertake to contribute to enhance their local, state, national or international community.</p> <p>Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom. These principles are not found in all countries worldwide; thus not all are democratic governments. For example, Norway is classified as a full democracy, holding elections every other year, whereas Syria is classified as an authoritarian regime because it has a limited or no electoral process in place.</p>
C: Processes, Rules and Laws	3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	<p>Different forms of governments have different ways to create and implement laws. These differences influence how diverse populations are governed in different areas of the world today. For example, the government of the modern United States is a representative democracy, which uses elections to choose leaders who then create and vote on legislation, whereas the government of modern Saudi Arabia is an absolute monarchy, in which the king rules and makes decisions.</p>

Economics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.	Producers (sellers) and consumers (buyers) determine the prices of goods and services in markets through their choices. Buyers weigh the costs (price of computers, price

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Concept and Practice	Standard	Disciplinary Clarifications
	<p>3.E.MI.2 Describe the relationship between supply and demand.</p>	<p>of internet) and benefits (impact on household) of purchases based on their available resources and income, and they make choices about consumption based on these factors. Producers make decisions based on consumer choices and adjust what, how and where they make products.</p> <p>Demand refers to how much quantity of a product or service is wanted by buyers from the point of view of the consumer. The quantity demanded is the amount of a product people are willing to buy at a certain price. Supply represents how much the market can offer and is always from the point of view of the supplier. The quantity supplied refers to the amount of a certain good producers are willing to supply when receiving a certain price.</p> <p>A business owner can sell a product at \$2.00 or \$4.00. Provided that all other variables remain the same, the business owner would want to sell the product, and more of it, for \$4.00. If the business owner supplies ten quantities of the product and only three are bought, the price drops to meet the market. If the business owner supplies ten quantities of the product and fifteen are bought, the price rises to meet the market.</p>
<p>E: Macroeconomics</p>	<p>3.E.MA.1 Differentiate between private property and public property.</p> <p>3.E.MA.2 Investigate how the cost of things changes over time.</p>	<p>Private property is a legal designation for the ownership of property by non-governmental legal entities like individuals. Public property is property that is owned by the government and dedicated to public use.</p> <p>Prices of goods and services change over time and place. For example, a tank of gasoline is relatively inexpensive in many oil-producing nations, and the cost of that</p>

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Concept and Practice	Standard	Disciplinary Clarifications
		commodity in the United States is more expensive today than it was in 1950 because of increases in demand over time.
E: Specialization, Trade and Interdependence	3.E.ST.1 Describe examples of economic interdependence.	Economic interdependence is the reliance on one another to produce and trade goods and services. Through interdependence, specialization is possible, which enhances efficiency. An example is a local farmer producing and selling tomatoes at a farmer’s market to a mechanic who might later repair the farmer’s car at his/her shop. Each person specializes and is benefitted by knowing they can trade their specialized good or service to the other, in return for the good or service in which they do not specialize. Individuals also rely on each other to obtain or share capital and human or natural resources domestically and internationally. For example, coal and lumber is shipped to U.S. cities as well as to other countries or some companies outsource manufacturing of clothes to other countries.
E: Incentives, Choices and Decision Making	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	<p>Incentives are the motivators that influence all people’s economic decisions. All people are influenced by incentives. For example, a student may ask their parents to purchase a kid’s meal in order to receive a toy included in the purchase.</p> <p>Opportunity cost is the benefit missed when an economic actor like a consumer, business, government or investor chooses one alternative over another. For example, a student who received birthday money may choose to purchase a fun new toy. However, they must weigh the cost of choosing that toy over all the other toys they might have selected instead. The toys they did not buy represent the opportunity cost of their choice.</p>

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Concept and Practice	Standard	Disciplinary Clarifications
E: Kentucky Economics	3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.	People and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state. Kentuckians also benefit by selling abundant or specialized items outside the state to those without as much access. For example, Kentucky's specialization in horse breeding and racing means that people from across the world come to the state to access these goods and services, helping boost the economy. Kentucky's natural access to coal also serves as an item of trade across borders to areas not as rich in this resource.

Geography Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Human movement and settlement impacts both the people who move and those who may already be present in an area. For example, modern workers may choose to move to urban areas to seek greater economic opportunity and refugees fleeing conflict might cross national borders to seek safety and stability. In each case, there are positive and negative impacts both for those who move and for those already present in the areas to which migrations occur.
G: Human Interactions and Interconnections	3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.	Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. This can happen in ways that include, but are not limited to, migration, communication, travel, technology transfer and trade.
G: Human Environment Interaction	3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.	Different cultures place importance on different values. These embedded differences influence how people interact with and respond to the locations in which they live and work. For example, modern consumer desires are

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Concept and Practice	Standard	Disciplinary Clarifications
		filled by manufacturing, causing them to modify the environment by clearing land to build factories.
G: Geographic Reasoning	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.	Geographic data can be represented in a wide variety of ways and across a broad array of platforms. Effective use of geographic tools is critical to the ability to interpret data and understand the world. Components of a map which include, but are not limited to, title, legend, compass rose, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians help students examine cultural and physical features of the world. By utilizing the understandings and tools of a geographer, it is possible to draw conclusions about how physical and cultural characteristics affect people.
G: Kentucky Geography	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	The state of Kentucky exists as a blend of diverse cultures from across the world and the past. From the original inhabitants to early immigrants to modern refugees, the modern Commonwealth of Kentucky represents an example of the ways cultures interact, creating today's context. Diversity serves as a strength for the state.

History Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	<p>3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.</p> <p>3.H.CH.2 Identify contributions made by inventors in diverse world communities.</p>	<p>Using visual tools like timelines can help create an understanding of how the modern world came into being. Studying how the main cultural attributes of a variety of geographic regions developed helps create a foundation for students to comprehend the modern context in which they live.</p> <p>The ability to adapt, ease workload and make life better is a defining attribute of humanity. Examining the technological contributions of a diverse array of people to</p>

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Concept and Practice	Standard	Disciplinary Clarifications
		the modern world forges a basic understanding of the ways modern people benefit from those who lived in the past.
H: Cause and Effect	3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.	Cultural customs and traditions in diverse parts of the world will have similarities and differences to the cultures and traditions within local communities. Various customs and traditions can be compared, contrasted and appreciated for their uniqueness.
H: Conflict and Compromise	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 on these communities.	Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. These movements have effects on both the people and things which move as well as on the people and things in the location to which the movement takes place.
H: Kentucky History	3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.	Kentucky does not exist in isolation; it is connected to broader national and world events in ways that impact its citizens. For example, European exploration impacted the American Indians living in Kentucky negatively through the transfer of disease and displacement of villages and positively, through the introduction of new technologies. Modern Kentuckians are also impacted by world events, such as when Kentuckians give to charities, which help victims of natural disasters in other areas.

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