
Coal City Unit District #1
Third Grade
Social Studies Curriculum

SS.3:1 Students will demonstrate knowledge of using inquiry skills such as developing questions, evaluating sources, and communicating conclusions.

- SS.3:1-1 Develop essential questions and explain the importance of the questions to self and others.
- SS.3:1-2 Create supporting questions to help answer questions.
- SS.3:1-3 Use sources representing multiple points of view to answer questions.
- SS.3:1-4 Determine the credibility of a source by using facts and opinions.
- SS.3:1-5 Use evidence from multiple source to answer questions.
- SS.3:1-6 Use reasoning, examples, and details from multiple sources to construct and critique and argument.
- SS.3:1-7 Identify local problems and ways in which people try to solve these problems.
- SS.3:1-8 Use listening, consensus building, and voting procedures with the classroom to make decisions.

SS.3:2 Students will demonstrate an understanding of civic and political institutions, processes, rules, and laws, and applying civic virtues.

- SS.3:2-1 Describe ways in which interactions among families, workplaces, and government benefit communities.
- SS.3:2-2 Explain how groups of people make rules to create responsibilities and protect freedoms.
- SS.3:2-3 Compare procedures for making decisions in the classroom, school, and community.
- SS.3:2-4 Describe how people in communities have improved over time.
- SS.3:2-5 Define important civic and political terms.
- SS.3:2-6 Identify rules and procedures within the voting process.
- SS.3:2-7 Describe each branch of government and each branch responsibility.

SS.3:3 Students will demonstrate an understanding of geographic representations, human-environment interactions, and global interconnections.

- SS.3:3-1 Locate major landforms and bodies of water on a map.
- SS.3:3-2 Compare how people modify and adapt to the environment and culture in different communities.
- SS.3:3-3 Explain how products can connect people to distant places.
- SS.3:3-4 Define important geographic terms.
- SS.3:3-5 Interpret map/chart of the United States.

SS.3:4 Students will demonstrate knowledge about the economics system in the United States.

- SS.3:4-1 Compare and contrast the goods and services produced in different communities.
- SS.3:4-2 Generate examples of the goods and services the government provides.
- SS.3:4-3 Describe the role of banks and other financial institutions in an economy.
- SS.3:4-4 Explain that when people borrow, they receive something of value now and agree to repay the lender over time.
- SS.3:4-5 Explain the difference between needs and wants.
- SS.3:4-6 Identify the role of a producer and consumer.
- SS.3:4-7 Explain the process of supply and demand.
- SS.3:4-8 Identify the types of resources, including human, capital, and natural.
- SS.3:4-9 Define key terms in an economics system.

SS.3:5 Students will demonstrate an understanding of historical changes, perspectives, and sources.

- SS.3:5-1 Create a chronological sequence of events.
- SS.3:5-2 Describe how significant people, events, and developments have shaped their own community and region.
- SS.3:5-3 Identify artifacts and documents as either primary or secondary sources of historical data.
- SS.3:5-4 Define key historical terms.
- SS.3:5-5 Describe the process and impact of immigration on the US.