

# Grade 3

Adopted 2022

## Grade 3 (Global Interactions)

### Inquiry

1. Ask compelling questions about the interactions of diverse groups of people. [3.I.Q.1](#)
2. Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people. [3.I.Q.2](#)
1. Describe how multiple perspectives shape the content and style of a primary and secondary source. [3.I.UE.1](#)
2. Explain the relationship between two or more sources on the same theme or topic. [3.I.UE.2](#)
3. Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning. [3.I.UE.3](#)
1. Construct an explanation, using relevant information, to address a local, regional or global problem. [3.I.CC.1](#)
2. Construct an argument with reasons and supporting evidence to address a local, regional or global problem. [3.I.CC.2](#)
3. Identify strategies to address local, regional or global problems. [3.I.CC.3](#)
4. Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems. [3.I.CC.4](#)

---

### Civics

1. Explain the basic purposes and functions of differing governing bodies in the world. [3.C.CP.1](#)
2. Compare how diverse societies govern themselves. [3.C.CP.2](#)
1. Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities. [3.C.RR.1](#)
1. Compare civic virtues and democratic principles within a variety of diverse world communities. [3.C.CV.1](#)
1. Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems. [3.C.PR.1](#)

---

## Economics

1. Explain how trade between people and groups can benefit Kentucky. [3.E.KE.1](#)
1. Explain how producers and consumers interact to determine the prices of goods and services in markets. [3.E.MI.1](#)
2. Describe the relationship between supply and demand. [3.E.MI.2](#)
1. Differentiate between private property and public property. [3.E.MA.1](#)
2. Investigate how the cost of things changes over time. [3.E.MA.2](#)
1. Describe examples of economic interdependence. [3.E.ST.1](#)
1. Explain how people use incentives and opportunity costs to inform economic decisions. [3.E.IC.1](#)

---

## Geography

1. Analyze how human settlement and movement impact diverse groups of people. [3.G.MM.1](#)
1. Explain how the cultural aspects of a region spread beyond its borders. [3.G.HI.1](#)
1. Explain how the culture of places and regions influence how people modify and adapt to their environments. [3.G.HE.1](#)
1. Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations. [3.G.GR.1](#)
1. Describe the impact of cultural diffusion and blending on Kentucky in the past and today. [3.G.KGE.1](#)

---

## History

1. Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. [3.H.CH.1](#)
2. Identify contributions made by inventors in diverse world communities. [3.H.CH.2](#)
1. Compare diverse world communities in terms of members, customs and traditions to the local community. [3.H.CE.1](#)
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. [3.H.CO.1](#)
1. Explain how world events impact Kentucky, both in the past and today. [3.H.KH.1](#)