**Grade 3 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 3 Assignment Review Protocol for this assignment.](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_3_SS_Assignment_Review_Protocol.pdf)

**Overview:**

After reading a children’s text, *How to Make an Apple Pie and See the World* by Marjorie Priceman, to introduce economic interdependence, students will research world regions to see how physical and cultural characteristics impact the goods a region can produce. Students demonstrate their knowledge of economic interdependence by constructing an argument to answer the compelling question: “How does where we live affect how we live?”

| **Compelling Question:** “How does where we live affect how we live?” |
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*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** “Why do countries depend on each other to produce products?” |
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**Standards alignment:**

* 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.
* 3.E.ST.1 Describe examples of economic interdependence.
* 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.
* 3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.
* 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

**Literary Text:**

* Priceman, M. (1994). *How to Make an Apple Pie and See the World*. New York, NY: Dragonfly Books.

**Sources:**

* United States Department of Agriculture. (2019). *Canada remains the top destination for U.S. exports in 2018* [chart]*.* <https://www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=58374>.
* Martin, Will. (2017, December 23). *This amazing visualisation shows how the world's ships move goods around the globe*. <https://www.businessinsider.com/map-of-global-shipping-interactive-2017-12>.

**Task Aligned to the Supporting Question:**

| Using your knowledge of economic interdependence and how physical and cultural characteristics of world regions affect people, answer the supporting question.  Supporting question: **Why do countries depend on each other to produce products?**  Be sure to explain the relationship between two or more sources in your response. |
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**Task Aligned to the Compelling Question:**

| **Part One**: Construct an explanation to answer the following question: How does where we live affect how we live? Be sure to include information about the interactions of diverse groups of people and use evidence and reasoning in your response.  **Part Two**: Using your knowledge of how where we live affects how we live, construct an explanation, using relevant information from the sources, to address a local, regional or global problem. |
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