

Grade 3

Adopted 2022

Prepared Graduates in Social Studies

- 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted. [PG. 1](#)**

- 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. [PG. 2](#)**

- 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them. [PG. 3](#)**

- 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. [PG. 4](#)**

- 5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy. [PG. 5](#)**

- 6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. [PG. 6](#)**

- 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society. [PG. 7](#)**

- 8. Apply economic reasoning skills to make informed personal financial decisions. [PG. 8](#)**

Third Grade

History

1. Compare primary and secondary sources when explaining the past. **3.H.1**
 - a. Compare primary sources with works of fiction about the same topic. **3.H.1.A**
 - b. Use a variety of primary sources such as artifacts, pictures, oral histories, and documents, to help determine factual information about historical events. **3.H.1.B**
 - c. Compare information from multiple sources recounting the same event. **3.H.1.C**
1. Articulate the most effective kinds of historical sources to access information needed for understanding historic events. **3.HES.1.1**
2. Ask questions to develop further understanding of reliability of various kinds of historical sources. **3.HES.1.2**
2. Identify how people in the past influence the development and interaction of different communities or regions. **3.H.2**
 - a. Compare past and present situations and events. **3.H.2.A**
 - b. Give examples of people, events, and developments that brought important changes to a community or region. **3.H.2.B**
 - c. Describe the history, interaction, and contribution of various peoples and cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities that have lived in or migrated to a community or region and how that migration has influenced change and development. **3.H.2.C**
1. Recognize how members of a community rely on each other and interact to influence the development of their communities. **3.HES.2.1**

Geography

1. Use geographic tools to develop spatial thinking skills. **3.G.1**
 - a. Read and interpret information from geographic tools and formulate geographic questions. **3.G.1.A**
 - b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps. **3.G.1.B**
 - c. Describe the natural and man-made features of a specific area on a map. **3.G.1.C**
 - d. Identify geography-based problems and examine the ways that people have tried to solve them. **3.G.1.D**
1. Articulate the most effective geographic tools to access information needed for developing spatial thinking. **3.GES.1.1**
2. Define the concept of region through an examination of similarities and differences in places and communities. **3.G.2**
 - a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: The Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope. **3.G.2.A**
 - b. Identify the factors that make a region unique. For example: Cultural diversity, industry and agriculture, and landforms. **3.G.2.B**
 - c. Give examples of places that are similar and different from a local region. **3.G.2.C**
 - d. Characterize regions using different types of features such as physical, political, cultural, urban, and rural attributes. **3.G.2.D**
1. Investigate a variety of places and communities and draw conclusions about regions. **3.GES.2.1**

Economics

1. Explain how producers and consumers exchange goods and services in different ways. **3.E.1**
 - a. Describe the difference between producers and consumers and explain how they need each other. **3.E.1.A**
 - b. Describe and give examples of forms of exchange. For example: Monetary exchange and barter. **3.E.1.B**
 - c. Describe how the exchange of goods and services between businesses and consumers affects all parties. **3.E.1.C**
 - d. Recognize that different currencies exist and explain the functions of money. For example: Medium of exchange, store of value, and measure of value. **3.E.1.D**
 - e. Cite evidence to show how trade benefits individuals, businesses, and communities, and increases interdependency. **3.E.1.E**
1. Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors. **3.EES.1.1**
2. Identify and explain the perspectives of all parties participating in an exchange. **3.EES.1.2**

Civics

1. Respect the views and rights of others. **3.C.1**
 - a. Identify and apply the elements of civil discourse. For example: Listening with respect, speaking in a respectful manner, and restating an opposing viewpoint or opinion. **3.C.1.A**
 - b. Identify important personal rights in a democratic society and how they relate to others' rights. **3.C.1.B**
 - c. Give examples of the relationship between rights and responsibilities. **3.C.1.C**
 - d. Restate the view or opinion of others with their reasoning when it is different from one's own. **3.C.1.D**
1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior. **3.CES.1.1**
2. Regulate reactions to differing perspectives. **3.CES.1.2**
3. Identify and explain a different perspective when exploring events or ideas. **3.CES.1.3**
4. State a position and reflect on possible objections to assumptions and implications of the position. **3.CES.1.4**
2. Describe the origins, structures, and functions of local government. **3.C.2**
 - a. Explain the origins and structures of local government. **3.C.2.A**
 - b. Explain the services local governments provide and how those services are funded. **3.C.2.B**
 - c. Identify and explain a variety of roles leaders, citizens, and others play in local government. **3.C.2.C**
 - d. Describe how local government provides opportunities for people to exercise their rights and initiate change. **3.C.2.D**
 - e. Discuss the role of elections in choosing specific candidates to represent the public interest in local government. **3.C.2.E**
1. Connect knowledge from personal experiences in schools and communities to civic engagement. **3.CES.2.1**

Personal Financial Literacy

1. Create a plan to meet a financial goal. **3.PF.1**
 - a. Give examples of short-term spending and savings goals. **3.PF.1.A**
 - b. Identify activities that individuals can do to earn money to reach personal financial goals. **3.PF.1.B**
 - c. Differentiate the role of income and expenses when creating a budget. **3.PF.1.C**
 - d. Create a plan with specific steps to reach a short-term financial goal. **3.PF.1.D**
 - e. Model strategies to achieve a personal financial goal using arithmetic operations. **3.PF.1.E**
1. Use a variety of strategies to achieve a financial goal, such as buying a new toy. **3.PFES.2.1**
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help reach a financial goal. **3.PFES.2.2**
3. Set goals and develop strategies to remain focused on learning and reaching financial goals. **3.PFES.2.3**
4. Recognize how members of a community rely on each other, considering personal contributions as applicable, when creating and completing a plan to reach a financial goal. **3.PFES.2.4**
5. Demonstrate an understanding of cause and effect related to personal decisions they make regarding reaching a financial goal. **3.PFES.2.5**
6. Articulate task requirements and identify deadlines when developing a plan to meet a financial goal. **3.PFES.2.6**