Colorado Social Studies

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

Skip to main content

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

Skip to main content

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

Skip to main content

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