

Third Grade

Social Studies



Colorado Academic Standards Social Studies Standards

"Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues."

*A Vision of Powerful Teaching and Learning in the Social Studies:
Building Social Understanding and Civic Efficacy (NCSS, 2008)*

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Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Social studies is essential to understanding the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. It offers the crucial knowledge needed to create a framework for understanding the systems of society.

Colorado's social studies standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at each grade level through eighth grade, and through high school. The authors of this document are educators in preschool through twelfth grade, higher education professors, business and military representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess after completing high school? The answers to this question framed the work that led to the development of four standards in social studies for grades P-12.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

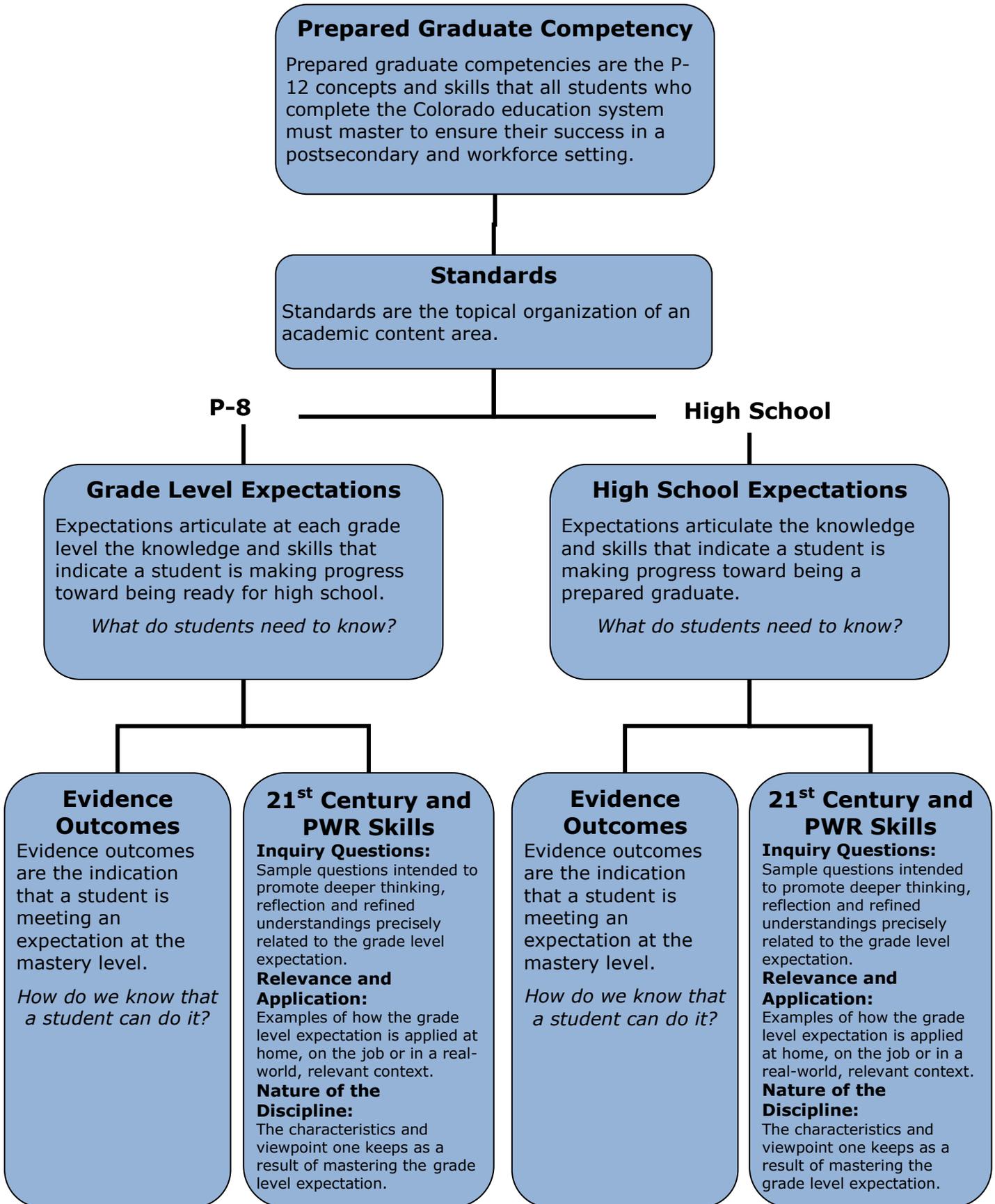
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

High School and Grade Level Expectations

Concepts and skills students master:

High School Expectations: The articulation of the concepts and skills that indicate a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation at each grade level of the concepts and skills that indicate a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Social Studies

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in social studies:

1. Use the tools, thinking, and practices of history, geography, economics, and civics to:
 - a. Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
 - b. Read, write, and communicate ideas

Prepared graduates in history:

1. Develop an understanding of how people view, construct, and interpret history
2. Analyze key historical periods and patterns of change over time within and across nations and cultures

Prepared graduates in geography:

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

Prepared graduates in economics:

1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
2. Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Prepared graduates in civics:

1. Analyze and practice rights, roles, and responsibilities of citizens
2. Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Colorado Academic Standards Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

1. History

History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate.

2. Geography

Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected at local, national and global scales.

3. Economics

Economics teaches how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.

4. Civics

Civics teaches the complexity of the origins, structure, and functions of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Social Studies

Grade Level Expectations at a Glance

Standard **Grade Level Expectation**

Third Grade	
1. History	<ul style="list-style-type: none"> 1. Use a variety of sources to distinguish historical fact from fiction 2. People in the past influenced the development and interaction of different communities and regions
2. Geography	<ul style="list-style-type: none"> 1. Use various types of geographic tools to develop spatial thinking 2. The concept of regions is developed through an understanding of similarities and differences in places
3. Economics	<ul style="list-style-type: none"> 1. Describe producers and consumers and how goods and services are exchanged 2. Describe how to meet short-term financial goals (PFL)
4. Civics	<ul style="list-style-type: none"> 1. Respecting the views and rights of others as components of a democratic society 2. The origin, structure and function of local government

21st Century Skills and Readiness Competencies in Social Studies

The social studies subcommittees embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's description of 21st century skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Social studies is inherently demonstrated in each of Colorado 21st century skills, as follows:

Critical Thinking and Reasoning – Social studies is a discipline grounded in critical thinking and reasoning. Doing history, geography, civics and economics involves recognizing patterns and relationships across time and space. Social studies provide the structure that makes it possible to describe patterns that exist in nature and society.

Information Literacy – The disciplines of social studies equip students with tools and mental habits to organize and interpret a multitude of resources. A social studies student with information literacy skills can effectively analyze primary and secondary sources, detect bias, use learning tools, including technology, and clearly communicate thoughts using sound reasoning.

Collaboration – The content areas of social studies involve the give and take of ideas. In the course of understanding social studies, students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, the student interprets and evaluates the ideas, strategies, solutions, and justifications of others.

Self-Direction – Understanding social studies requires a productive disposition, curiosity and self-direction. This involves monitoring and assessing one's thinking and persisting to search for patterns, relationships, cause and effect, and an understanding of the events and people throughout time.

Invention – The social studies are a dynamic set of content area disciplines, ever expanding with new ideas and understandings. Invention is the key element as students make and test theories, create and use social studies tools, search for patterns and themes, and make connections among ideas, strategies and solutions.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the History standards are:

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Use a variety of sources to distinguish historical fact from fiction

Evidence Outcomes

Students can:

- a. Compare factual historical sources with works of fiction about the same topic (DOK 1-2)
- b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence (DOK 1-2)
- c. Compare information from multiple sources recounting the same event (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?
2. How do historical thinkers determine the accuracy of history?
3. What types of questions do historians ask about the past?
4. Why do historians use multiple sources in studying history?

Relevance and Application:

1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.
2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.

Nature of History:

1. Historical thinkers evaluate historical sources for purpose and context.
2. Historical thinkers use sources to distinguish fact from fiction.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. People in the past influence the development and interaction of different communities or regions

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Compare past and present situations and events (DOK 1-2)b. Chronologically sequence important events in a community or region (DOK 1)c. Give examples of people and events, and developments that brought important changes to a community or region (DOK 1-2)d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How have different groups of people both lived together and interacted with each other in the past?2. What types of questions do people ask to learn about the past?3. How has the region changed and yet remained the same over time?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. The context and information from the past is used to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry and the cultural make-up of a community.2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.
	<p>Nature of History:</p> <ul style="list-style-type: none">1. Historical thinkers ask questions to guide their research into the past.2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.

2. Geography

[]The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Geography standard are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Use various types of geographic tools to develop spatial thinking

Evidence Outcomes

Students can:

- a. Read and interpret information from geographic tools and formulate geographic questions (DOK 1-2)
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps (DOK 1)
- c. Locate the community on a map and describe its natural and human features (DOK 1)
- d. Identify geography-based problems and examine the ways that people have tried to solve them (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What questions do geographers ask?
2. How does the geography of where we live influence how we live?
3. How do physical features provide opportunities and challenges to regions?
4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment?

Relevance and Application:

1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.
2. Spatial thinking involves analysis, problem-solving, and pattern prediction.
3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.

Nature of Geography:

1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions.
2. Spatial thinkers analyze connections among places.

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:
 ➤ Examine places and regions and the connections among them

Grade Level Expectation: Third Grade

Concepts and skills students master:
 2. The concept of regions is developed through an understanding of similarities and differences in places

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Observe and describe the physical characteristics and the cultural and human features of a region (DOK 1-2) b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (DOK 1-2) c. Give examples of places that are similar and different from a local region (DOK 1-2) d. Characterize regions using different types of features such as physical, political, cultural, urban and rural (DOK 1-3) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Are regions in the world more similar or different? 2. Why do people describe regions using human or physical characteristics? 3. What are geographic characteristics of a region? 4. How do cultures lead to similarities and differences between regions? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit. 2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region. 3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas. <p>Nature of Geography:</p> <ul style="list-style-type: none"> 1. Spatial thinkers create and use spatial representations of Earth. 2. Spatial thinkers evaluate geographic data and represent it visually.

3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Economics Standard are:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

Content Area: Social Studies
Standard: Economics

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Third Grade

Concepts and skills students master:
 1. Describe producers and consumers and how goods and services are exchanged

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Describe the difference between producers and consumers and explain how they need each other (DOK 1-2) b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter (DOK 1-2) c. Describe how the exchange of goods and services between businesses and consumers affects all parties (DOK 1-2) d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value (DOK 1-2) e. Give examples of how trade benefits individuals and communities and increases interdependency (DOK 1-2) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How does an individual know when an exchange benefits both parties? 2. What would happen if there was no such item as money? 3. Would you rather be a producer, consumer, or a mix of both? 4. What happens when a producer cannot make enough to meet consumer demand? 5. What would happen if consumers did not want what a producer made? 6. What would the world look like if there were no transportation that could move goods more than 50 miles? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Production and consumption are essential components of markets and affect everyday life. For example, not enough high-demand toys are produced during Christmas meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water. 2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items. 3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, vegetables from California are sold at a Colorado markets and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the United States are shipped to one area for a business to create a candy bar which is then shipped throughout the world. <p>Nature of Economics:</p> <ol style="list-style-type: none"> 1. Economic thinkers analyze trade and the use of money. 2. Economic thinkers describe and study the importance of exchange in a community.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. Describe how to meet short term financial goals (PFL)

Evidence Outcomes

Students can:

- a. Identify sources of income including gifts, allowances, and earnings (DOK 1)
- b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal (DOK 1-2)
- c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals (DOK 1)
- d. Create a plan for a short-term financial goal (DOK 1-3)
- e. Describe the steps necessary to reach short-term financial goals (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What would happen if an individual spent all earning on entertainment?
- 2. Why do individuals give away money?
- 3. How would an individual decide between purchasing a want or a need?

Relevance and Application:

- 1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.
- 2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.

Nature of Economics:

- 1. Financially responsible individuals create goals and work toward meeting them.
- 2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Civics standard are:

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Respecting the views and rights of others is a key component of a democratic society

Evidence Outcomes

Students can:

- a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner (DOK 1-3)
- b. Identify important economic and personal rights and how they relate to others (DOK 1-2)
- c. Give examples of the relationship between rights and responsibilities (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why might an individual make a choice to participate in the community?
2. What are the essential elements of compromise that enable conflict to be transformed into agreement?
3. Why is personal advocacy important in a community with diverse views?
4. What would a community be like if individuals from various groups did not respect each other's rights and views?

Relevance and Application:

1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.
2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.

Nature of Civics:

1. Responsible community members take the opportunity to make positive changes in their community.
2. Responsible community members recognize the value of respecting the rights and views of others.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. The origins, structure, and functions of local government

Evidence Outcomes

Students can:

- a. Identify the origins, structure, and functions of local government (DOK 1)
- b. Identify and explain the services local governments provide and how those services are funded (DOK 1-2)
- c. Identify and explain a variety of roles leaders, citizens, and others play in local government (DOK 1-2)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are local governments and citizens interdependent?
- 2. How do individuals get involved in their local government?
- 3. How do local governments and citizens help each other?
- 4. Why do people create governments?
- 5. How do people, places, and events help us understand the ideals of democratic government?

Relevance and Application:

- 1. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.

Nature of Civics:

- 1. Responsible community members are involved in their local government.
- 2. Responsible community members know how personal advocacy and involvement can lead to change in communities.
- 3. Responsible community members use negotiation as an inherent part of decision-making.

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