

# A Guide to the Colorado Academic Standards



## Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Third Grade Social Studies. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

## Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

## Social Studies for Elementary Schools (k-5)

The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

## Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Stephanie Hartman, Social Studies Content Specialist at 720-498-2084, [Hartman\\_s@cde.state.co.us](mailto:Hartman_s@cde.state.co.us)



**COLORADO**  
Department of Education

**Colorado**  
**PTA**  
everychild. onevoice.

At the end of  
Third Grade,  
students can...



## Social Studies Learning Expectations for Third Grade

### History

Distinguish history facts from myths/fiction; sequence events in their region or community in chronological order; use artifacts and documents as historical evidence.

### Geography

Identify similarities and differences among places, including their region, community and neighborhood; analyze patterns to identify the connections among those places.

### Economics

Define producer, consumer, goods, and services; describe how goods are exchanged; identify a short term financial goal, including the steps necessary to reach that goal.

### Civics

Demonstrate how to engage in discussions in a respectful manner; identify the origins and structure of local government, including the types of services provided by local government.

## Throughout the Third Grade, you may find students...

- Comparing past and present situations and events; creating a chronological sequence of events in the community or region; discussing important events and the diverse cultures and people that have shaped the history of their region and community.
- Reading and interpreting maps to locate geographic features in the community, state, neighboring states, and the world; identify the factors that make a region unique, such as cultural diversity, industry, agriculture, land forms.
- Developing short term money goals (saving and spending) and writing steps for achieving a money-related goal; demonstrating how the exchange of things made and services offered benefits the community.
- Discussing local forms of government (city councils); explaining what local governments do, how they started, who participates, and how they work.