

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
- b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence
- c. Compare information from multiple sources recounting the same event

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

Students can:

- a. Compare past and present situations and events
- b. Chronologically sequence important events in a community or region
- c. Give examples of people and events, and developments that brought important changes to a community or region
- d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 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?

Relevance and Application:

- 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.

Nature of History:

- 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.

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
- b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps
- c. Locate the community on a map and describe its natural and human features
- d. Identify geography-based problems and examine the ways that people have tried to solve them

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

Students can:

- Observe and describe the physical characteristics and the cultural and human features of a region
- Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- Give examples of places that are similar and different from a local region
- Characterize regions using different types of features such as physical, political, cultural, urban and rural

21st Century Skills and Readiness Competencies

Inquiry Questions:

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?

Relevance and Application:

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.

Nature of Geography:

1. Spatial thinkers create and use spatial representations of Earth.
2. Spatial thinkers evaluate geographic data and represent it visually.

