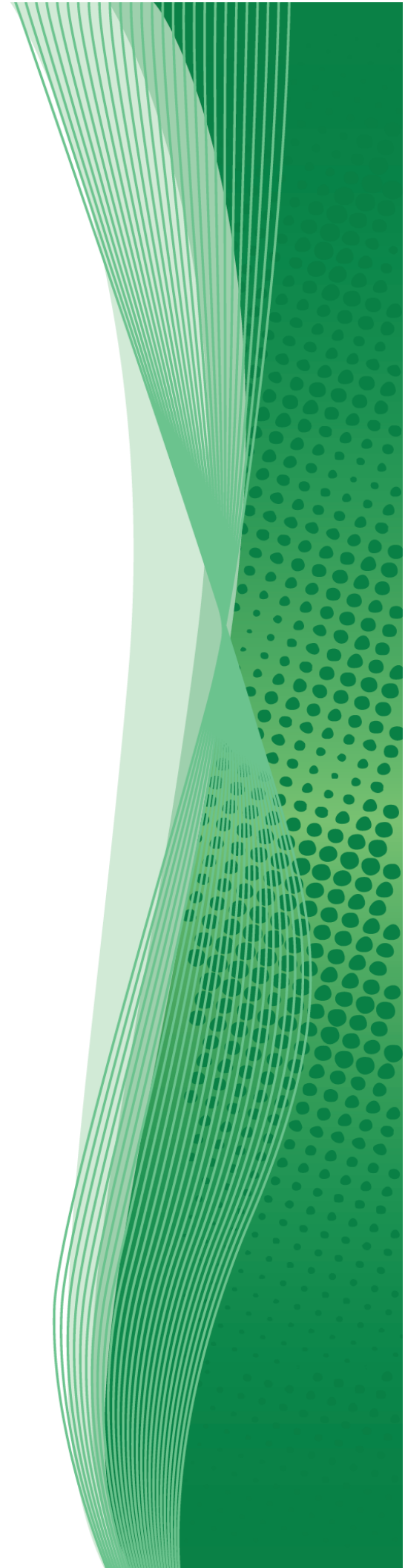




GRADE 3
ARIZONA STUDIES
ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
June 14, 2022



HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 3

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2 Compare life in specific historical time periods to life today.

3.SP1.3 Generate questions about individuals and groups who have impacted history.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

3.SP2.1 Explain why individuals and groups have different points of view on the same event.

- Compare the points of view of different individuals and groups.
- Describe reasons why individuals and groups have different points of view on the same event.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

3.SP3.1 Develop questions about Arizona history, geography, government, and economics.

3.SP3.2 Distinguish between primary and secondary sources.

3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.

3.SP3.4 Compare information provided by various sources about Arizona.

3.SP3.5 Generate questions about multiple historical sources.

3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.

- Develop an evidence-based claim.
- Interpret evidence from multiple sources to support the claim.

3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

3.SP4.1 Explain probable causes and effects of events.

3.SP4.2 Summarize the central claim in a secondary source.

CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona (*i.e., respecting the rights of others, helping to promote the common good, and participating in government*).

- Describe how civic virtues and democratic principles function in different contexts (*i.e., government structures, societies, and/or communities*).

3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.

- Participate in various roles (*e.g., recorder, empath/emotional monitor, time-keeper, facilitator, mediator, etc.*) within the group or classroom to make decisions and/or take action.
- Describe how the group reached consensus to make decisions and/or take action.

CIVICS – Anchor Standard C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.

- Distinguish between state, local, and tribal governments.
- Describe the structures of state (*i.e., legislative, judicial, executive*) and local (*e.g., mayor, city/town council, county officials*) governments and their functions.
- Explain why checks and balances are important in state government.
- Describe the important services state and local governments provide (*e.g., public safety, public transportation, education, recreation*).
- Describe how state and local government officials are chosen.
- Explain how state and local government services are provided and paid for.
- Explain why it is important that people participate in their state and local government.
- Explain the services provided by tribal governments, their structures, and how leaders are chosen (*i.e., Navajo, Apache, Tohono O’odham, Pascua Yaqui, Hopi*).
- Describe the origins, functions, and structures of the Arizona Constitution.

3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

3.E1.1 Describe and discuss industries and occupations that have shaped Arizona (*i.e., the 5 C's – copper, cattle, cotton, citrus, climate –, ranching, mining, farming, and tourism*).

- Describe Arizona's industries and occupations.
- Explain how Arizona's industries affect our state's development.
- Identify industries that have shaped Arizona.
- Describe how Arizona's economy has changed over time (*i.e., territory to statehood to present day*).

3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.

- Explain how availability of resources influences financial decisions to save and spend money.
- Explain why a purchase is a want or a need.
- Identify positive and negative reasons why people decide to save and spend money.

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.

- Describe how resources (*e.g., water, solar energy, mining, land usage*) in Arizona have affected decision making over time.

3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

- Explain how Arizona's industries are connected to other states, Mexico, and other nations.
- Explain how Arizona works together with other states, Mexico, and other nations by movement of people, goods, and ideas.
- Describe reasons for movement of people, goods, and ideas into and out of Arizona.

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

- Construct maps and graphs to represent distinct physical characteristics of Arizona including landforms (*i.e., the 5C's, climate zones, elevations, plants, animals*).
- Construct maps and graphs to represent distinct cultural characteristics (*e.g., Arizona's 22 Indian Nations; diverse ethnic, racial, and religious cultures; language, art, music, architecture, food, etc.*) of Arizona.
- Use and create a variety of maps (*e.g., population, political, topographic, climate, economic, thematic*) and graphs to represent physical and human features that show changes over time in Arizona.
- Use maps to explain how Arizona's physical and human features have changed over time.
- Use map keys / legends and scales to interpret maps.

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

3.G2.1 Explain how people modify and adapt to the Arizona environment.

- Describe how people (e.g., *Prehistoric-Indians, explorers, settlers, farmers, immigrants, Native Americans and other contemporary Arizonans*) have **modified** the Arizona environment over time (e.g., *canals, irrigation, deforestation, use of renewable and nonrenewable resources*).
- Describe how people (e.g., *Prehistoric-Indians, explorers, settlers, farmers, immigrants, Native Americans and other contemporary Arizonans*) have **adapted to** the Arizona environment over time (e.g., *clothing, housing, air conditioning, transportation, industrialization, water conservation, lip balm, sunscreen, use of renewable and nonrenewable resources*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

3.G3.1 Describe the movement of people in and out of Arizona over time.

- Describe factors influencing the growth of major cities (i.e., *Phoenix, Tucson*) in Arizona over time.
- Describe how physical and economic factors (e.g., *climate, resources, etc.*) contributed to patterns of settlement in Arizona over time.
- Describe patterns of land use over time in Arizona.
- Explain the economic impact of people moving in and out of Arizona over time (e.g., *the impact on resource management; production, distribution, and consumption of goods and services*).

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

3.G4.1 Describe how Arizona has changed over time.

- Describe the settlement and economic growth of Arizona over time.
- Describe changes in the population of Arizona over time (i.e., *Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, Arizona Indian Nations*).
- Describe changes in major cities, major economic activities, and land uses of Arizona over time.
- Describe changes in Arizona plant and animal populations over time.
- Describe how Arizona culture has changed over time.

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.

- Use varied sources (e.g., *primary, secondary, books, magazines, photographs, newspaper articles, oral histories, etc.*) to construct well-supported historical narratives:
 - Describe the roles and historical impact of groups (e.g., *prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world*) on art, language, architecture, mining, agriculture, and innovations.

- Describe the lasting impact of peoples (*e.g., prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world*) on art, language, architecture, mining, agriculture, and innovations.
- Describe the roles and impacts of explorers, settlers, trappers, missionaries, and colonizers.
- Describe the historical context of Arizona's statehood.
- Describe the impact of influential individuals and groups on the history and development of Arizona.

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history (*i.e., conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations*).

- Use sources to generate questions about causes of conflicts in Arizona history.
- Use sources to generate questions about the effects of conflicts and conflict resolution in Arizona history
- Use sources to generate questions about conflict resolution methods.
- Use sources to generate questions about the motivations, beliefs, thoughts, and/or actions of individuals and groups involved in conflicts.
- Use sources to analyze changes that have happened in Arizona.

3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.

- Describe the role of leadership in cooperation / collaboration throughout Arizona's history.
- Describe the strengths and/or resources individuals and/or groups contributed to collaborative efforts throughout Arizona's history.
- Describe the challenges individuals and groups faced when working together throughout Arizona's history.
- Describe how individuals and groups throughout Arizona's history overcame challenges to work together.

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.

- Describe variations in rights, freedoms, and responsibilities across communities, states, and/or nations (*i.e., women's suffrage, Indian residential schools, segregation and Jim Crow laws, Japanese / Japanese-American relocation and internment camps*).
- Analyze reasons for variations in rights, freedoms, and responsibilities across communities, states, and/or nations.
- Analyze the role of historical context in variations in individual rights, freedoms, and responsibilities across communities, states, and/or nations.

3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

- Use sources to analyze the causes and effects of changes in Arizona.
- Use sources to analyze the role of individuals and groups in making changes in Arizona.