

Third Grade: Arizona Studies (prehistoric to present day)

Students will study Arizona with an integrated approach considering the following factors:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

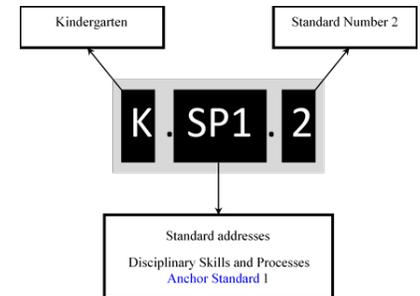
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

Instructional time necessary to master standards:

- Assumed Minutes per Week: 200
- Assumed Average Minutes per Day: 40

Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



DISCIPLINARY SKILLS AND PROCESSES

- 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.
- 3.SP2.1** Explain why individuals and groups have different points of view on the same event.
- 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 different 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.
- 3.SP3.7** Present summaries of arguments and explanations using print, oral, and digital technologies.
- 3.SP4.1** Explain probable causes and effects of events.
- 3.SP4.2** Summarize the central claim in a secondary source.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government <p>3.C1.2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>3.C3.1 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p> <p>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</p>	<p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism. <p>3.E1.2 Identify various forms of earning income in the state of Arizona.</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p>3.E2.1 Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.</p> <p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.</p>	<p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, and Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capitol Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures <p>3.G2.1 Explain how people modify and adapt to the Arizona environment.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources. <p>3.G3.1 Describe the movement of people in and out of Arizona over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns <p>3.G4.1 Describe how Arizona has changed over time.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals. 	<p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to impact of 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 Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers Key events include but are not limited to statehood Influential individuals and groups in the history and development of Arizona <p>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.</p> <p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p> <ul style="list-style-type: none"> Key concepts such as but not limited to women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers, Latino American, and juveniles <p>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.</p>