



Grade 3
Crosswalk for Standard Course of Study and Extended Content Standards

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry 3-5	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.</p> <p>Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	<p>I.1.1 Identify content required to provide an answer to compelling questions.</p> <p>I.1.2 Construct compelling questions that promote inquiry with peers.</p>
Supporting Questions	<p>I.1.3 Understand how responses to supporting questions provide responses to compelling questions. I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.</p>
Gathering and Evaluating Sources	<p>I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.</p> <p>I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>

<p>Developing Claims and Using Evidence</p>	<p>I.1.7 Construct claims in response to compelling and supporting questions. I.1.8 Accurately use information from sources when making claims. I.1.9 Make inferences from information in sources.</p>
<p>Communicating Ideas</p>	<p>I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.</p>
<p>Taking Informed Action</p>	<p>I.1.11 Identify ways to address problems related to the compelling question.</p>

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
3.B.1 Understand how values and beliefs of individuals and groups influence communities.	3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial, and other groups contribute to the development of local communities and the state.	ECS.3.B.1.1 Identify the values, beliefs, and cultures of various indigenous, religious, racial, and other groups in local communities and the state.
	3.B.1.2 Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.	ECS.3.B.1.2 Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.

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Civics and Government		
Standard	Objectives	Extended Content Standards
3.C&G.1 Understand the structure and function of state and local government.	3.C&G.1.1 Compare the structure and function of both state and local government.	ECS.3.C&G.1.1 Compare the structure and function of both state and local government.
	3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.	ECS.3.C&G.1.2 Categorize the roles and responsibilities of leaders in state and local government.
	3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.	ECS.3.C&G.1.3 Compare how state, local, and/or tribal governments help solve problems within communities.

Economics		
Standard	Objectives	Extended Content Standards
3.E.1 Understand how economic decisions and resources affect the local economy.	3.E.1.1 Explain how entrepreneurship develops local communities.	ECS.3.E.1.1 Demonstrate an understanding of entrepreneurship.
	3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.	ECS.3.E.1.2 Recognize how things that are produced and consumed in local communities are based on the types of natural resources that exist in a region.
	3.E.1.3 Summarize the role supply and demand plays in local economies.	ECS.3.E.1.3 Identify the role supply and demand plays in local economies.

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Geography		
Standard	Objectives	Extended Content Standards
3.G.1 Understand how geography impacts the development of regions and communities.	3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.	ECS.3.G.1.1 Explain how the location of places impacts the development of communities.
	3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.	ECS.3.G.1.2 Demonstrate that climate and physical characteristics affect the ways in which people live.
	3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.	ECS.3.G.1.3 Illustrate how geography impacts the movement of goods and people.

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History		
Standard	Objectives	Extended Content Standards
3.H.1 Understand how various people and historical events have shaped local communities.	3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.	ECS.3.H.1.1 Demonstrate an understanding of how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.
	3.H.1.2 Explain the lasting impact historical events have had on local communities.	ECS.3.H.1.2 Identify historical events in local communities.
	3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.	ECS.3.H.1.3 Compare two or more interpretations of historical events or symbols relevant to their local communities.