

Grade 3

Inquiry Anchor Standards

A Constructing Compelling Questions

- 1 Identify disciplinary ideas associated with a compelling question. [SS.3.1.](#)
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B Constructing Supporting Questions

- 1 Use supporting questions to help answer the compelling question in an inquiry. [SS.3.2.](#)
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C Gathering and Evaluating Sources

- 1 Determine the credibility of one source. [SS.3.3.](#)
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D Developing Claims and Using Evidence

- 1 Cite evidence that supports a response to supporting or compelling questions. [SS.3.4.](#)
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E Communicating and Critiquing Conclusions

- 1 Construct responses to compelling questions using reasoning, examples, and relevant details. [SS.3.5.](#)
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F Taking Informed Action

- 1 Identify challenges and opportunities when taking action to address problems, including predicting possible results. [SS.3.6.](#)
 - 2 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. [SS.3.7.](#)
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Content Anchor Standards

A Recognize the Interaction Between the Individual and Various Groups

- 1 Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other. [SS.3.8.](#)
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B Examine Factors that Led to Continuity and Change on Human Development and Behavior

- 1 Compare and contrast the treatment of a variety of demographic groups in the past and present. [SS.3.9.](#)

C Interpret Processes, Rules and Laws

- 1 Explain how rules and laws impact society. (21st century skills) [SS.3.10.](#)
 - 2 Provide examples of historical and contemporary ways that societies have changed. (21st century skills) [SS.3.11.](#)
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D Engage in Economic Decision Making

- 1 Use historical examples to describe how scarcity requires a person to make choices. [SS.3.12.](#)
 - 2 Identify how people use natural resources, human resources, and physical capital to produce goods and services. [SS.3.13.](#)
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E Critique Exchange and Markets

- 1 Describe the role of various financial institutions in an economy
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F Assess the Global Economy

- 1 Analyze why and how individuals, businesses, and nations around the world specialize and trade. [SS.3.15.](#)
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G Develop Financial and Career Goals

- 1 Describe how people take risks to improve their family income through education, career changes and moving to new places. [SS.3.16.](#)
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H Create a Saving and Spending Plan

- 1 Explain an individual's responsibility for credit and debt. (21st century skills) [SS.3.17.](#)
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I Evaluate Savings and Long Term Investments

- 1 Determine the importance of saving/investing in relation to future needs. (21st century skills) [SS.3.18.](#)
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J Create Geographic Representations

- 1 Create a geographic representation to explain how the unique characteristics of a place affect migration. [SS.3.19.](#)
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K Evaluate Human Environment Interaction

- 1 Describe how cultural characteristics influence people's choices to live in different regions of the U.S. [SS.3.20.](#)
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L Analyze Human Population Movements and Patterns

- 1 Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources. [SS.3.21.](#)
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M Analyze Change, Continuity, and Context

- 1 Compare and contrast events that happened at the same time. [SS.3.22.](#)

N Compare Perspectives

- 1 Compare and contrast conflicting historical perspectives about a past event or issue. [SS.3.23.](#)

O Critique Historical Sources and Evidence

- 1 Infer the intended audience and purpose of a primary source using textual evidence. [SS.3.24.](#)

P Justify Causation and Argumentation

- 1 Explain probable causes and effects of events and developments. [SS.3.25.](#)
- 2 Develop a claim about the past based on cited evidence. [SS.3.26.](#)

Q Iowa History

- 1 Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people. [SS.3.27.](#)
- 2 Explain the cultural contributions that different groups have made on Iowa. [SS.3.28.](#)