

# 2013-2014 - 3<sup>rd</sup> Grade Social Studies /Science Parent Rubric

<b>Geographical Understandings</b>	
<b>Social Studies</b>	Standard
<b>Social Studies</b>	3
	<p><b>SS3G1: Locate major topographical features</b></p> <p>a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, and Hudson</p> <p>b. Identify major mountain ranges of the United States of America: Appalachian and Rocky</p> <p>c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe</p> <p>d. Locate Greece on a map</p>
<i>Student demonstrates consistent achievement within the standard:</i>	
<b>Geographical Understandings</b>	
<b>Social Studies</b>	Standard
<b>Social Studies</b>	3
	<p><b>SS3G2: Describe the cultural and geographic systems associated with historical figures in SS3H2</b></p> <p>a. Identify on a political map specific locations significant to the life and times of these historical figures</p> <p>b. describe how place (physical and human characteristics) had an impact on the lives of these historical figures</p> <p>c. Describe how each of these historical figures adapted to and was influenced by his/her environment</p> <p>d. Trace examples of travel and movement of these historical figures and their ideas across time</p> <p>e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification</p>
<p><i>Student demonstrates consistent achievement within the standard:</i></p> <ul style="list-style-type: none"> <li>* <i>Identifies specific location on a map</i></li> <li>* <i>Describes how location impacts historical figure</i></li> <li>* <i>Describes how historical figure adapted to and was influenced by his/her environment</i></li> <li>* <i>Traces examples of travel and movement of historical figure</i></li> <li>* <i>Describes how region affected the historical figure's life</i></li> </ul>	

Historical Understandings	
Standard	3
<b>Social Studies</b>	<p><b>SS3H1: Explain the political roots of our modern democracy in the United States of America</b></p> <p>a. Identify the influence of Greek architecture (columns on Parthenon, U.S. Supreme Court building), law, and the Olympic Games on the present</p> <p>b. Explain the ancient Athenians' idea that a community should choose its own leaders</p> <p>c. Compare/contrast Athens as a direct democracy with the United States as a representative democracy</p>
<p><i>Student demonstrates consistent achievement within the standard:</i></p> <ul style="list-style-type: none"> <li><i>* Identifies and explains Greek's influence on architecture, law, and Olympics</i></li> <li><i>* Explains roots of democracy</i></li> <li><i>* Identifies Athens as direct and US as representative democracy</i></li> <li><i>* Compare/contrast direct democracy and representative democracy</i></li> </ul>	
Historical Understandings	
Standard	3
<b>Social Studies</b>	<p><b>SS3H2: Discuss the lives of Americans who expanded people's rights and freedoms in a democracy.</b></p> <p>a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights) , and Cesar Chavez (workers' rights)</p> <p>b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them</p>
<p><i>Student demonstrates consistent achievement within the standard:</i></p> <ul style="list-style-type: none"> <li><i>* Identifies &amp; provides examples of how historical figure expanded people's rights and freedoms</i></li> <li><i>* Identifies &amp; provides examples of how social barriers, restrictions, and obstacles the historical figure faced</i></li> </ul>	

Economic Understandings		
Standard	3	
Social Studies	<p>SS3E1: Describe the four types of productive resources</p> <p>a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create good and services)</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* Describes productive resources</i></p>
Social Studies	<p>SS3E2: Explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* Explains/identify examples of goods and services</i></p> <p><i>* Identifies examples of goods and services provided by non-government and government sources</i></p> <p><i>* Explains that government goods and services are funded through taxes</i></p>
Economic Understandings		
Standard	3	
Social Studies	<p>SS3E3: Give examples of interdependence and trade and will explain how voluntary exchange benefits both parties</p> <p>a. Describe the interdependence of consumers and producers of goods and services b. Describe how goods and services are allocated by price in the marketplace c. Explain that some things are made locally, some elsewhere in the country, and some in other countries d. Explain that most countries create their own currency for use as money</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* Identifies the difference between consumers and producers</i></p> <p><i>* Describes the interdependence of consumers and producers</i></p> <p><i>* Describes how goods and services are assigned by price in the marketplace</i></p> <p><i>* Explains that some things are made in different places</i></p> <p><i>* Explains that most countries have their own currency</i></p>
Social Studies	<p>SS3E4: Describe the costs and benefits of personal spending and saving choices</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* Explains difference between spending and saving</i></p> <p><i>* Provides examples of spending and saving</i></p> <p><i>* Describes the costs and benefits of saving</i></p>

Government/Civic Understandings	
Standard	3
<b>Social Studies</b>	<p><b>SS3CG1:</b> Explain the importance of the basic principles that provide the foundation of a republican form of government</p> <p>a. Explain why in the United States there is a separation of power between branches of government and levels of government</p> <p>b. Name the three levels of government (national, state, local), and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council)</p> <p>c. State an example of the responsibilities of each level and branch of government</p>
<p><i>Student demonstrates consistent achievement within the standard:</i></p> <ul style="list-style-type: none"> <li>* Explains separation of powers</li> <li>* Identifies three levels of government (national, state, local)</li> <li>* Gives examples of the responsibility of each level</li> </ul>	
Government/Civic Understandings	
Standard	3
<b>Social Studies</b>	<p><b>SS3CG2:</b> Discuss the character of different historical figures in SS3H2</p> <p>a. Describe how the different historical figures in SS3H2 display positive character traits of cooperation, diligence, courage, and leadership</p> <p>b. Explain how the historical figures in SS3H2 used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression</p> <p>c. Explain how the historical figures in SS3H2 chose when to respect and accept authority</p>
<p><i>Student demonstrates consistent achievement within the standard:</i></p> <ul style="list-style-type: none"> <li>* Defines character traits displayed</li> <li>* Describes how the historical figure displays positive character traits</li> <li>* Explains how the historical figure used positive character traits to support their beliefs</li> <li>* Explains how the historical figure display respect and accept authority</li> </ul>	

<b>Science</b>	<b>Nature of Science</b>	
	Standard	3
	S3CS1-8: Uses scientific method	<i>Student demonstrates consistent achievement within the standard:</i> <i>*Uses science tools and methods</i> <i>*Solves problems *Explains choices and strategies</i>
<b>Science</b>	<b>Physical Science</b>	
	<p>S3P1: Investigates how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.</p> <p style="text-align: right;">a.</p> <p>Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.</p> <p>b. Investigate how insulation affects heating and cooling.</p> <p>c. Investigate the transfer of heat energy from the sun to various materials.</p> <p>d. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time</p>	<i>Student demonstrates consistent achievement within the standard:</i> <i>*Categorizes the sources of heat energy (burning, rubbing, mixing)</i> <i>*Describes how insulation affects heating and cooling</i> <i>*Describes radiation using scientific vocabulary</i>  <i>*Uses thermometers to measure changes</i>
	<p>S3P2: Investigates magnets and how they affect other magnets/common objects.</p> <p>a. Investigate to find common objects that are attracted to magnets.</p> <p>b. Investigate how magnets attract and repel each other.</p>	<i>Student demonstrates consistent achievement within the standard:</i> <i>*Identifies objects that attract and repel magnets</i> <i>*Describes magnetism using exact scientific vocabulary (attract, repel, north and south poles)</i>

<b>Science</b>	<b>Life Science</b>	
	<b>Standard</b>	<b>3</b>
	<p>S3L1: Investigates the habitats of different organisms and the dependence of organisms on their habitat.</p> <p>a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.</p> <p>b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.</p> <p>c. Identify features of animals that allow them to live and thrive in different regions of Georgia.</p> <p>d. Explain what will happen to an organism if the habitat is changed.</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* Describes characteristics of each habitat of Georgia</i></p> <p><i>*Investigates Georgia habitats with the plants/animals of each region, naming plants/animals</i></p> <p><i>*Identifies features of plants/animals that allow them to live in different habitats</i></p> <p><i>*Explains what will happen to an organism if the habitat is changed</i></p>
<b>Science</b>	<b>Life Science</b>	
	<b>Standard</b>	<b>3</b>
	<p>S3L2: Recognizes the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <p>*Conservation of resources</p> <p>*Recycling of materials</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>*Explains the effects of pollution to the habitats of plants and animals</i></p> <p><i>*Identifies and gives examples of ways to protect the environment (conservation and recycling)</i></p>

Earth Science	
Standard	3
<p><b>S3E1: Investigates the physical attributes of rocks and soils.</b></p> <p>a. Explain the difference between a rock and a mineral.</p> <p>b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).</p> <p>c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).</p> <p>d. Determine how water and wind can change rocks and soil over time using observation and research.</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>*Explains the difference between a rock and a mineral</i></p> <p><i>*Classifies rocks and minerals based on physical properties (size, shape, color, texture, hardness)</i></p> <p><i>*Compares and contrasts texture, particle size, and color of soils (clay, loam/potting soil, sand, silt)</i></p> <p><i>*Describes how wind and water change rocks and soil</i></p>
<p><b>S3E2: Investigates fossils as evidence of organisms that lived long ago.</b></p> <p>a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.</p> <p>b. Describe how a fossil is formed.</p>	<p><i>Student demonstrates consistent achievement within the standard:</i></p> <p><i>* <u>Identifies</u> fossils by type (mold, cast, imprint, amber, petrified wood)</i></p> <p><i>*Describes how a fossil is formed (mold, casts imprint, amber, petrified wood)</i></p>