

Third Grade Parent Rubric

Quarters 1-4 Social Studies

Historical Understandings	3	2	1
<p>SS3H1 The student will explain the political roots of our modern democracy in the United States of America.</p> <p>a. Identify the influence of Greek architecture (columns on the 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 and contrast Athens as a direct democracy with the United States as a representative democracy.</p>	<p>Explains <i>AND</i> compares and contrasts the influence of Greece as a direct democracy with the United States as a representative democracy.</p>	<p>Identifies the influences of Greek elements on the United States democracy and government.</p>	<p>Can identify a few Greek influences on the United States democracy.</p>
<p>SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.</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 César Chávez (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>Explains <i>AND</i> discusses the lives of historical figures (element a) who expanded people's rights and freedoms in a democracy, and the obstacles they overcame.</p>	<p>Identifies historical figures (element a) who expanded people's rights and freedoms in a democracy, and the obstacles they overcame.</p>	<p>Identifies a few historical figures (element a) who expanded people's rights and freedoms in a democracy, and the obstacles they overcame.</p>

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Geographic Understandings	3	2	1
SS3G1 The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson. b. Identify major mountain ranges of the United States of America: Appalachian, Rocky. c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe. d. Locate Greece on a world map.	Consistently identifies major geographical features of the United States of America, the Equator, Prime, Meridian, latitude, and longitude, and Greece on a map.	Sometimes identifies major geographical features of the United States of America, the Equator, Prime, Meridian, latitude, and longitude, and Greece on a map.	Identifies a few major geographical features of the United States of America, the Equator, Prime, Meridian, latitude, and longitude, and Greece on a map.
SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a. a. Identify on a political map specific locations significant to the life and times of these historical figures from SS3H2a. b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures. c. Describe how each of these historical figures adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historical figures and their ideas across time. e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.	Identifies <i>AND</i> describes how place and environment influenced the historical figures from SS3H2a and their ideas across time and their cultural identification.	Identifies place, environment, and region which were related to the historical figures in SS3H2a.	Sometimes identifies place, environment, and region which were related to a few historical figures in SS3H2a.

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Government/Civic Understandings	3	2	1
<p>SS3CG1 The student will 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>Names, explains, <i>AND</i> states examples of the three levels of government, the separation of power, and responsibilities of each level and branch.</p>	<p>Sometimes names and gives examples of the three levels of government, the separation of power, and responsibilities of each level and branch.</p>	<p>Sometimes identifies the three levels of government.</p>
<p>SS3CG2 The student will discuss the character of different historical figures in SS3H2a.</p> <p>a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.</p> <p>b. Explain how the historical figures in SS3H2a 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 SS3H2a chose when to respect and accept authority.</p>	<p>Describes <i>AND</i> explains how the historical figures in SS3H2a displayed and used positive character traits when dealing with authority.</p>	<p>Sometimes describes how the historical figures in SS3H2a displayed and used positive character traits when dealing with authority.</p>	<p>Identifies a few of the positive character traits displayed and used by the historical figures in SS3H2a.</p>

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Economic Understandings	3	2	1
SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)	Describes the four types of productive resources (a-d).	Identifies the four types of productive resources (a-d.)	Identifies 1 or 2 types of productive resources (a-d).
SS3E2 The student will 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.	Explains AND describes how governments provide certain types of goods and services in a market economy.	Identifies certain types of goods and services in a market economy provided for by the government.	Identifies 1-2 types of goods and services in a market economy provided for by the government.
SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. 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.	Explains AND describes examples of interdependence and trade and how voluntary exchange benefits both parties.	Identifies examples of interdependence and trade.	Identifies a few examples of interdependence and trade.
SS3E4 The student will describe the costs and benefits of personal spending and saving choices.	Explains AND describes the benefits of personal spending and saving choices.	Identifies the benefits of personal spending and saving choices.	Sometimes identifies a few of the benefits of personal spending and saving choices.