

Grade 3 - Social Studies

AREA OF ASSESSMENT: Demonstrates understanding of key concepts			
Rubric	Trimester 1	Trimester 2	Trimester 3
4	Independently and consistently demonstrates deeper understanding of target Social Studies content, makes relevant connections, extends thinking with insightful inferences, and provides detailed evidence to support understanding.	Independently and consistently demonstrates deeper understanding of target Social Studies content, makes relevant connections, extends thinking with insightful inferences, and provides detailed evidence to support understanding.	Independently and consistently demonstrates deeper understanding of target Social Studies content, makes relevant connections, extends thinking with insightful inferences, and provides detailed evidence to support understanding.
3	Independently demonstrates understanding of target Social Studies content, makes relevant connections, and provides evidence to support understanding.	Independently demonstrates understanding of target Social Studies content, makes relevant connections, and provides evidence to support understanding.	Independently demonstrates understanding of target Social Studies content, makes relevant connections, and provides evidence to support understanding.
2	With guidance and support demonstrates some understanding of target Social Studies content, makes connections, and provides limited evidence to support understanding.	With guidance and support demonstrates some understanding of target Social Studies content, makes connections, and provides limited evidence to support understanding.	With guidance and support demonstrates some understanding of target Social Studies content, makes connections, and provides limited evidence to support understanding.
1	With significant guidance and support, may be able to demonstrate minimal understanding of target Social Studies content.	With significant guidance and support, may be able to demonstrate minimal understanding of target Social Studies content.	With significant guidance and support, may be able to demonstrate minimal understanding of target Social Studies content.

Trimester 1: Geography

Key Concepts: Geographic regions have unifying characteristics and can be studied using a variety of tools.(3.1) The location of the world communities can be described using geographic tools and vocabulary.(3.2) Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.(3.3)

Vocabulary: Landform; Globe; Continent; Key; Geography; Equator; Ocean; Cardinal directions; Compass Rose

Trimester 1 & 2: Leadership and Government

Key Concepts: Governments and communities and countries around the world have the authority to make and the powers to enforce laws. The role of a citizen within these communities or countries varies across different types of government.(3.7) The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.(3.8)

Vocabulary: Government; Election; Candidates; Democratic Government; Representatives; Dictatorship; Constitution

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Trimester 2 & 3: Cultural Diversity

Key Concepts: Each community or culture has a unique history including heroic figures, traditions and holidays.(3.4) Communities share cultural similarities and differences across the world.(3.5) Communities from around the world interact with other people and communities and exchange cultural ideas and practices.(3.6)

Vocabulary: Custom; Tolerance; Tradition; Anthropologist; Exclusion; Culture

Trimester 3: Globalization and Global Trade

Key Concepts: Communities meet their needs and wants in a variety of ways forming the basis for their economy.(3.9) Each community develops an economic system that addresses three questions: What would be produced, how will it be produced, and who will get what is produced?(3.10)

Vocabulary: Trade; Supply; Scarcity; Surplus; Globalization; Export; Import; Goods; Economy; International Trade; Services

Independently and consistently: After instruction introducing a topic, the student has a concrete understanding and can apply skills taught.

Independently: After instruction introducing a topic, the child can complete most work with minimal teacher support.

Guidance and Support: After instruction introducing a topic, the child requires frequent check-ins from classroom teacher to support work completion and comprehension.

Significant guidance and support: After instruction introducing a topic, the child requires small group or 1:1 assistance with teacher scaffolding and tools (graphic organizers, manipulatives, sentence starters, tables, etc.)