

3RD GRADE SOCIAL SCIENCE CHECKLIST

Goals 14 – 18

Illinois Learning Standards A – F

Performance Descriptors

What is important is not that you stick with the grade level suggestion, but that throughout your school district **all** standards are **covered**.

UNITED STATES GOVERNMENT, POLITICAL SYSTEMS & CITIZENSHIP

_____ Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community.

_____ Identify some class or school rules that were determined through democratic decision-making.

_____ Explain some reasons for having rules and laws governing the lives of people.

_____ Identify the names of people who occupy government offices in their community, state, and federal government.

_____ Explain why people vote and run for political offices in a democracy.

_____ Name historical figures from diverse backgrounds who advanced rights of individuals and groups to promote the common good.

_____ Identify current leaders within their local governments.

_____ Name both the current President and Vice President of the United States.

_____ Identify the current Governor of the State of Illinois.

_____ List the names for the levels of government found throughout the United States (city, county, state, federal, or national).

_____ List the three branches of government found within the state and federal government.

_____ State the names of the two houses of the U.S. Congress.

_____ Compose a definition of "state government."

- _____ Explain the role that state governments play in the lives of people.
- _____ Explain how local government has an influence over the lives of people in their community (e.g., they create speed limits, rules about allowing pets to run free).
- _____ List some examples of government services in their communities that serve to help people and improve their lives (e.g., libraries, park programs, employment offices).
- _____ List examples of various ways responsible students work together to help classmates.
- _____ Identify examples of rights and responsibilities students share within a school.
- _____ Predict the benefits of acting responsibly in their classroom.
- _____ Describe ways in which more than one classroom can work together to help their school.
- _____ Determine rules for choosing classroom leaders.
- _____ Compose a definition for the term "representation."
- _____ Explain why in a democracy people choose to vote on important issues or for offices.
- _____ Explain what is meant by the idea of "the common good of the people."
- _____ Describe a situation wherein the common good supercedes the interests of individuals.
- _____ Explain why people join public interest groups (e.g., PTA, historical societies, non-governmental organizations).
- _____ Identify some non-profit agencies or civic groups that serve the common good (e.g., Red Cross).

UNITED STATES FOREIGN POLICY

- _____ Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem.
- _____ Tell about people who have come from other countries to live in the United States.

U.S. POLITICAL IDEAS AND TRADITIONS

- _____ Identify examples of people who are famous for being honest and truthful (e.g., Abraham Lincoln returning change).
- _____ Define the concept of "Patriotism."

- _____ Identify reasons why people have chosen a democracy for their plan of government.
- _____ Define the concept of "liberty."
- _____ Identify an artistic expression (e.g., song, painting, film) that illustrates the traditions important to our political system and concept of freedom.
- _____ Recognize the state flag and motto of Illinois.
- _____ Explain the purpose of the Pledge of Allegiance.
- _____ Construct a timeline for a given period.
- _____ Place a series of randomly ordered events at their proper locations on a timeline.
- _____ List the important details contained in an image of life in the past.
- _____ Draw a general conclusion about life during a specific period in a specific region or place using a combination of historical sources (e.g., images, artifacts, texts).
- _____ List places to look for sources of information about the past.
- _____ Tell why the location of where an event occurred helps to explain why and how it happened.
- _____ Arrange a series of significant events in United States political history in chronological order (e.g., American Revolution, Civil War, World War II). (US)
- _____ Describe events and ideas in the life of a significant political figure or group from the past whose holiday we celebrate today. (US)
- _____ Describe the images/icons on local monuments that commemorate local events or people (e.g., cemetery, slides or pictures of monuments, public buildings). (US)
- _____ Arrange a series of significant events in world political history in chronological order (e.g., Egyptians and pyramids, Knights and castles, the Berlin Wall). (W)
- _____ Identify a turning point in the political history of the world. (W)
- _____ Describe key events in the life of a significant political figure or group from the past. (W)

ECOMOMICS

- _____ Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource.
- _____ Analyze the advantages and disadvantages of distributing a good or service in different ways.
- _____ List jobs people do to earn wages.
- _____ Identify producers of goods and services in the community.
- _____ List the sources of money in their life, and identify money they receive for work.
- _____ Match a list of wants with an example of a good, service, or leisure activity that satisfies each want.
- _____ Identify a consumer choice made by families and explain why a choice had to be made.
- _____ Choose from among three or more items and identify the opportunity cost as the next best alternative.
- _____ List examples of producers in the economy and identify what they produce.
- _____ Classify productive resources as human, natural, and capital.
- _____ Explain that productive resources are limited.
- _____ Describe a trade students have made and explain how each person gained in the exchange.
- _____ List examples of exchanges families make, with and without money.
- _____ Describe how money makes exchange easier.
- _____ Distinguish between public goods and services and private goods and services.
- _____ Describe examples of public goods and services in the community or state.
- _____ Identify governments as the providers of public goods and services.
- _____ Arrange a series of significant events in United States economic history in chronological order (e.g., railroad, automobile, space travel). (US)
- _____ Identify changes in how people in the local community made their living from one historical period to another. (US)

- _____ Explain how the changes in the ways people made a living have influenced modern society. (US)
- _____ Arrange a series of significant events in world economic history in chronological order (e.g., light bulb, television, computers). (W)
- _____ Describe the ways in which various groups in an ancient civilization made their livings during a specific time period. (W)
- _____ Compare how people in a specific place or region in an earlier period made a living with how people make a living today. (W)
- _____ Describe how changes in the economic choices in the past affected a society and its environment and political life. (W)

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

- _____ Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women's right to vote). (US)
- _____ Describe how key figures and organizations influenced the social history of the local community. (US)
- _____ Tell about the life of people of various social status in the community/United States in the past. (US)
- _____ Tell about the origin of a family or community tradition or custom. (US)
- _____ Arrange a series of significant events in world social history in chronological order (e.g., invention of writing, printing press, computer). (W)
- _____ Describe traditions and customs of past cultures. (W)
- _____ Compare how families and other groups of people lived in a past culture with how families and other groups of people in the community live today. (W)
- _____ Define culture.
- _____ Define ethnicity, and contrast it with culture.
- _____ Identify cultures other than the student's own.
- _____ Explain the significance of the cultural diversity of the United States.

- _____ Describe aspects of the community that reflect its cultural heritage.
- _____ Give examples of laws that people must follow.
- _____ List activities that are important to society (e.g., education, religion, entertainment).
- _____ Identify the major social institutions within a community (e.g., schools, churches).
- _____ Identify local institutions that offer help or aid (e.g., fire stations, police stations, hospitals).
- _____ Describe the concept of conflict.
- _____ Describe the concept of cooperation.
- _____ Describe how individuals work together to obtain food, clothing, and shelter.
- _____ Define division of labor.

ENVIRONMENTAL HISTORY

- _____ Arrange a series of significant events in United States environmental history in chronological order (e.g., steel plow, railroad, automobiles). (US)
- _____ Compare the features of the physical environment as described in a myth or a legend of the people from one region of the United States with those described in the myth or legend of another people (e.g., Paul Bunyon and Johnny Appleseed). (US)
- _____ Tell how people, goods, and services moved from one place or geographic region to another in the past. (US)
- _____ Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time. (US)
- _____ Give an example of how the knowledge of geography increases an understanding of the history of the people in a place or region of Illinois and the United States. (US)
- _____ Arrange a series of significant events in world environmental history in chronological order (e.g., beginning of agriculture, rise of cities, destruction of rainforest). (W)
- _____ Name the three major grain crops that sustained people in early world civilizations. (W)
- _____ Tell why knowledge of geography is necessary to understand the history of the people in a place or region. (W)

GEOGRAPHY

- _____ Locate the community, Illinois, United States, and North America relative to other places on a globe.
- _____ Draw a map that shows the location of several landmarks in the community relative to the school.
- _____ Locate places on a map, which has a number/letter grid reference system.
- _____ Identify the major elements of a map and explain their use (e.g., title, scale, legend/key, directional indicators).
- _____ Draw a sketch map of the community, which shows its physical and human characteristics.
- _____ Point out the location of the poles, the equator, and the hemispheres on a globe and/or a map.
- _____ Identify examples in the local community of ways in which the physical environment is harmed by human activities.
- _____ Illustrate how people have littered, damaged, or improved a local ecosystem.
- _____ Give examples of reducing, reusing, and recycling.
- _____ List things damaged by a storm, flood, tornado, or earthquake by using a local media source.
- _____ Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places.
- _____ Classify a list of resources into renewable and nonrenewable.
- _____ Draw pictures showing how open land in and around your community might be used.
- _____ Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains.
- _____ Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories).
- _____ Create a map and draw pictures showing ways that students would like their neighborhood to change in the future.

_____ Depict ways students would like their community's physical and human environment to change in the future using maps or images.

_____ Arrange in chronological order pictures of house types and explain the changes that have occurred over time (e.g., log cabin, southern colonial, contemporary ranch).