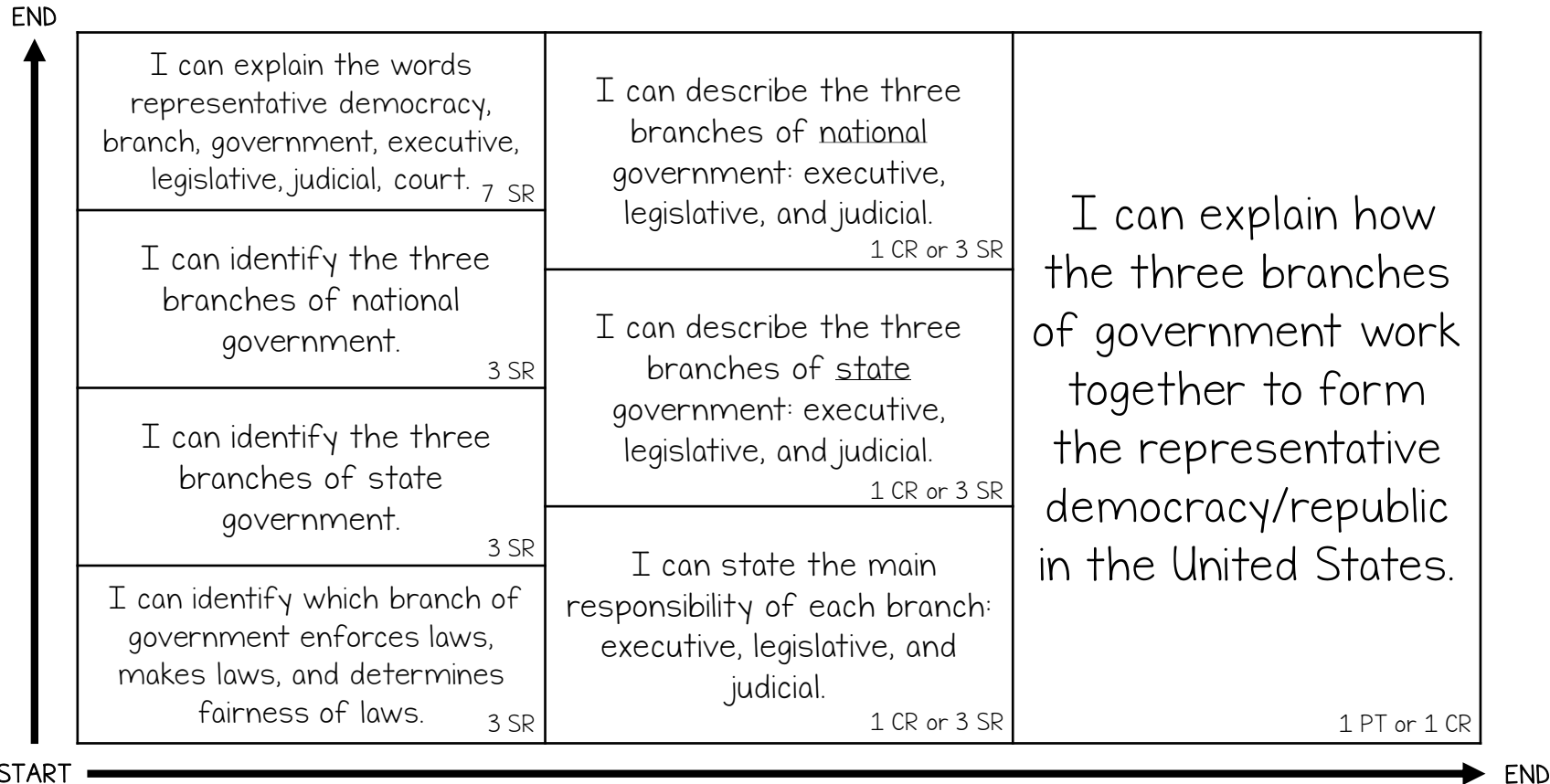


3rd Grade: Branches of Government

Name: _____



Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

SS3CG1 Describe the elements of representative democracy/republic in the United States.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Productive Resources

Name: _____

END



I can explain the words resource, natural, capital, human, entrepreneurship, and productive. 6 SR	I can define and give examples of the productive resource: natural. 1 CR or 3 SR	I can describe and explain how the four types of productive resources are used in my everyday life and surrounding community. 1 PT or 1 CR
	I can define and give examples of the productive resource: human. 1 CR or 3 SR	
I can identify examples of natural resources, capital resources, human resources, and entrepreneurship. 4 SR	I can define and give examples of the productive resource: capital. 1 CR or 3 SR	
	I can define and give examples of entrepreneurship. 1 CR or 3 SR	

START



END

Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

SS3E1 Define and give examples of the four types of productive resources.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Government - Goods and Services

Name: _____

END

	I can explain the words goods, services, taxes, market economy, and government. 5 SR	I can explain that governments provide certain types of goods and services in a market economy. 1 CR or 3 SR	I can analyze ways that the government has citizens to pay taxes and as a result, the government provides a specific good or service. 1 PT or 1 CR
	I can identify which goods and services are provided by governments in a market economy. 3 SR		
	I can identify ways the government collects taxes to pay for certain types of goods and services. 3 SR		

START

END

Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Interdependence of Consumers & Producers

Name: _____

END

I can explain the words interdependence, trade, benefits, voluntary exchange, consumers, and producers.

6 SR

I can identify the benefits of exchanging goods and services between producers and consumers.

3 SR

I can describe the interdependence of consumers and producers.

1 CR or 3 SR

I can provide an example of interdependence between a consumer and producer. I can name who is the consumer and producer, what is being traded, and how each benefits from the voluntary exchange.

1 PT or 1 CR

START

END

Level 2: I'm getting there!

Level 3: I've got it!

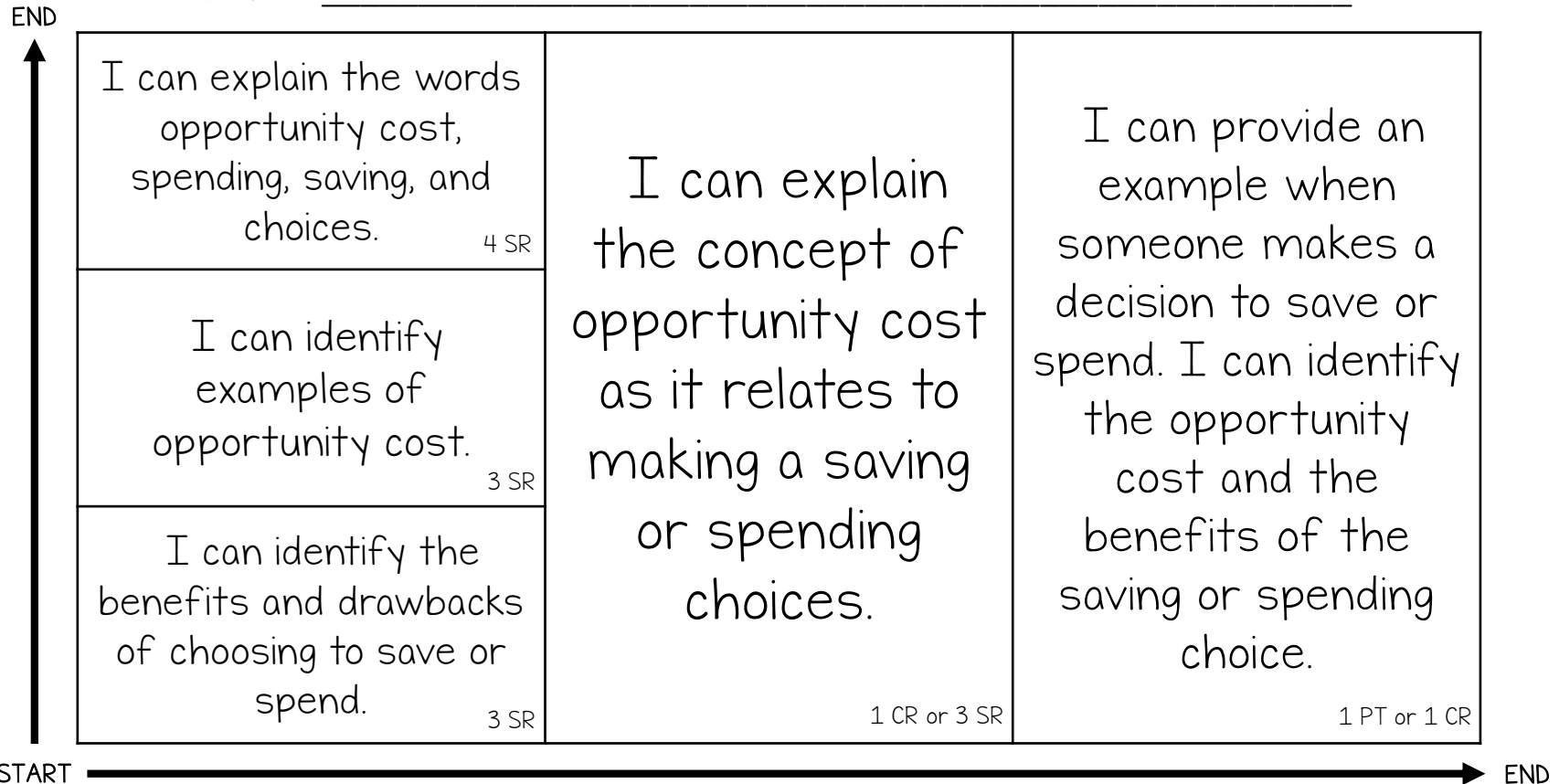
Level 4: I can do more!

SS3E3.a Give examples of interdependence and trade and explain the benefits of voluntary exchange. Describe the interdependence of consumers and producers.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Government - Opportunity Cost

Name: _____



SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Features of the Globe

Name: _____

END
↑
START →

<p>I can explain the words globe, equator, prime meridian, lines of longitude, and lines of latitude. 6 SR</p>	<p>I can locate and describe the equator on a globe. 1 CR or 3 SR</p>	<p>I can compare and contrast different features on the globe including the equator, prime meridian, and lines of latitude and longitude. 1 PT or 1 CR</p>
<p>I can determine where the equator is located on a globe. 1 PT or 1 SR</p>	<p>I can locate and describe the prime meridian on a globe. 1 CR or 3 SR</p>	
<p>I can determine where the prime meridian is located on a globe. 1 PT or 1 SR</p>	<p>I can locate and describe the lines of latitude and longitude on a globe. 1 CR or 3 SR</p>	
<p>I can determine the direction of lines of latitude and longitude. 1 PT or 2 SR</p>		

Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: American Indians

Name: _____

END

<p>I can explain the words culture, environment, regions, American Indian, arts, and literature. 6 SR</p>	<p>I can locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast. 1 CR or 6 SR</p>	<p>I can organize information from multiple sources on American Indians and create a visual representation that compares and contrasts early American Indian cultures. 1 PT</p>
<p>I can identify regions in North America where American Indians settled on a map. 6 SR</p>	<p>I can compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. 1 CR or 3 SR</p>	
<p>I can determine how American Indians used the environment of each region to obtain food, clothing, and shelter. 3 SR</p>	<p>I can discuss how American Indians continue to contribute to American life. 1 CR or 3 SR</p>	
<p>I can identify ways American Indians have contributed to American life. 3 SR</p>		

START

END

Level 2: I'm getting there!

Level 3: I've got it!

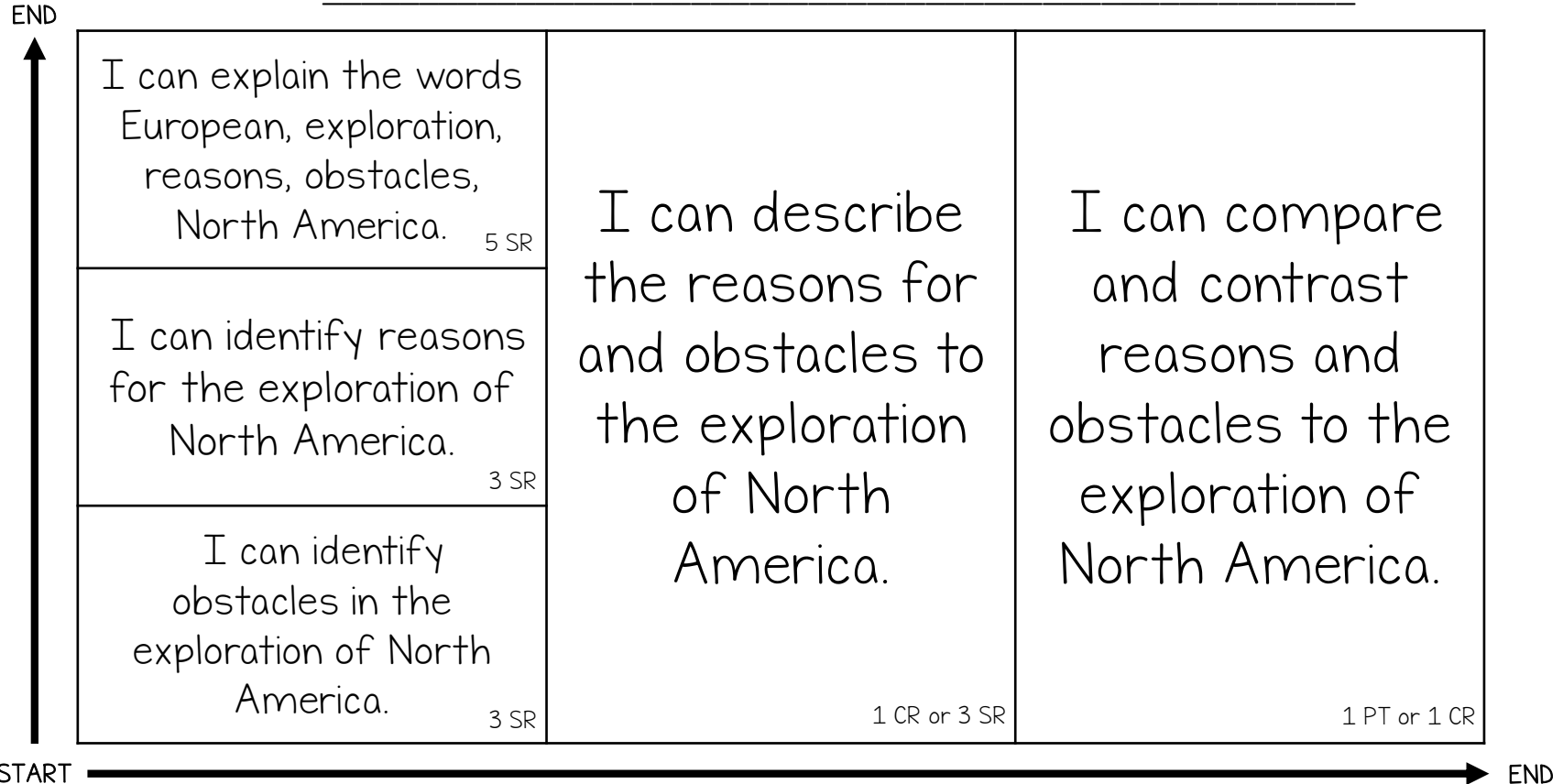
Level 4: I can do more!

SS3H1 Describe early American Indian cultures and their development in North America.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: European Exploration in North America

Name: _____



Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

SS3H2.a Describe European exploration in North America. Describe the reasons for and obstacles to the exploration of North America.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication

3rd Grade: Colonial Life in America

Name: _____

END ↑	<p>I can explain the words indentured servants, colonial life, perspectives, artisans, slaves, land owners, and farmers. 7 SR</p>	<p>I can describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p>	<p>I can describe how the factors which shaped British Colonial America impact current aspects of life in America over various periods of time.</p>
	<p>I can identify the benefits and disadvantages of <u>being large landowners</u> in colonial America. 2 SR</p>		
	<p>I can identify the benefits and disadvantages of being a <u>small farmer</u> in colonial America. 2 SR</p>		
	<p>I can identify who <u>artisans</u> are and how they lived in colonial America. 2 SR</p>		
	<p>I can identify the benefits and disadvantages of being a <u>woman</u> in colonial America. 2 SR</p>		
	<p>I can identify the benefits and disadvantages of being an <u>indentured servant</u> in colonial America. 2 SR</p>		
	<p>I can identify how <u>slaves</u> lived during colonial America. 2 SR</p>		
START ↑	<p>I can identify how <u>American Indians</u> lived during colonial America. 2 SR</p>		

Level 2: I'm getting there!

Level 3: I've got it!

Level 4: I can do more!

S3H3.c Explain the factors that shaped British Colonial America. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

SR = Selected Response CR = Constructed Response PT = Performance Task ER = Extended Response PC = Personal Communication