



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Third Subject: Social Studies

| Report Card Standard | Describes how significant people, events, and developments have shaped their own community and region | | |
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| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Explain why and how the local community was established and identify founders and early settlers.</p> <p>Describe the role of specific communities in the development of the region.</p> | <p>I can:</p> <p>Describe American Indian groups who lived in the region when European settlers arrived.</p> | <p>I can:</p> <p>Give examples of people, events, and developments that brought important changes to the local community or region.</p> <p>Develop simple timelines of events in the local community.</p> | <p>I can:</p> <p>Read fiction and nonfiction stories to identify the qualities of leaders.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>List reasons why the local community was established. Are any reasons still present today?</p> | <p>Student can:</p> <p>Make a model of an American Indian and some of the items that they used at the time that the settlers arrived.</p> <p>Watch videos about American</p> | <p>Student can:</p> <p>Create a timeline of events that have impacted the local community.</p> <p>Show how transportation has grown over the years by</p> | <p>Student can:</p> <p>Read books and stories about community leaders, soldiers, presidents, teachers, and inventors. Write a report or complete a project about the main character.</p> |



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| | Indian groups. Reflect on the differences between now and then. | creating a poster/PowerPoint of changes in transportation. | |
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| Report Card Standard | Compares their community and region with other communities and regions | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Give examples of how the local community is made up of many individuals, as well as many different groups.</p> <p>Identify connections that the local community has with other communities.</p> | <p>I can:</p> <p>Examine the contributions of individual artists in enriching the culture of the community.</p> <p>Identify factors that make the local community unique.</p> | <p>I can:</p> | <p>I can:</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Complete a project about their community showing that it is made up of families, businesses, religious and civic groups, and governing bodies.</p> <p>Give information about technology use in the community. Provide a timeline</p> | <p>Student can:</p> <p>Select a local artist, past or present, and provide information about their artwork. Artists include painters, sculptors, writers, musicians, and traditional artists.</p> | <p>Student can:</p> | <p>Student can:</p> |



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| <p>of the technological changes over time.</p> <p>Visit a local museum, factory, government building on a field trip.</p> | <p>List things that enrich the local community, including:</p> <ul style="list-style-type: none">• food• crafts• customs• languages• music• visual arts• architecture• dance• drama | | |
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| Report Card Standard | | Uses a variety of resources to gather information about the past | |
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| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Use a variety of community resources to gather information about the local community.</p> <p>Use a variety of information resources to gather information about community leaders and civic issues.</p> | <p>I can:</p> <p>Use a variety of information resources to identify local environmental issues and examine the ways that people have tried to solve these problems.</p> | <p>I can:</p> <p>Gather data about a proposed economic change in the community using a variety of resources.</p> | <p>I can:</p> <p>Use community resources to gather cultural information about the community.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Conduct a study using local resources (such as libraries, museums, and local historians) to create a timeline about your local community.</p> <p>Identify leaders and issues from school newsletters, newspaper headlines, photographs,</p> | <p>Student can:</p> <p>Research how the community gets its water today compared with how early settlers got their water.</p> | <p>Student can:</p> <p>Invite a community leader to discuss the decision to build a bigger library or sports park in the community.</p> <p>Hold a mock debate about pros and cons of adding a manmade pond in the community to help</p> | <p>Student can:</p> <p>Visit museums, libraries, historic buildings, and other landmarks to research local culture.</p> |



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| editorial cartoons, television, and other information resources to report about the history of the local community. | | increase the wildlife in the area. | |
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| Report Card Standard | | Explains the importance of good citizenship | |
|---|--|--|---------------------|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Explain that people are citizens of their community, state/district, and nation and explain the importance of good citizenship.</p> | <p>I can:</p> <p>Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.</p> | <p>I can:</p> <p>Define interdependence and give examples of how people in the local community depend on each other for goods and services.</p> <p>Give examples of trade in the local community and explain the benefits to both parties.</p> | <p>I can:</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Have a class meeting where the classroom rules are decided on by the students.</p> <p>Roleplay ways that people are/are not good citizens.</p> | <p>Student can:</p> <p>Use the class rules completed in the first quarter to create a list of consequences for not following the rules.</p> <p>Give examples of ways that others are affected when</p> | <p>Student can:</p> <p>Define interdependence: reliance on each other to produce goods and services</p> <p>List goods and services and who benefits from them in the local community.</p> | <p>Student can:</p> |



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| | citizens are not showing good citizenship. | | |
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| Report Card Standard | | Explains the role of government in providing services to its citizens | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Discuss the reasons why governments are needed and identify specific services that governments provide.</p> | <p>I can:</p> <p>Explain that the world is divided into different countries with their own governments and identify neighboring countries.</p> | <p>I can:</p> <p>Give examples of goods and services provided by the local government.</p> <p>List the characteristics of money and explain how money makes trade easier.</p> | <p>I can:</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>List ways that law enforcement officers help people.</p> | <p>Student can:</p> <p>Understand that North American is the United States, Canada, and Mexico (three countries that make one continent). Each country has its own territories/regions as well as their own government.</p> | <p>Student can:</p> <p>Research programs that the government makes available to citizens.</p> <p>Write a persuasive essay/speech requesting a new service that the government would provide.</p> | <p>Student can:</p> |



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| | | <p>List ways that people can pay for items (cash, check, card, etc.).</p> <p>Create a timeline showing how people have paid for goods and services over time. (bartering, trading, money, etc.)</p> | |
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| Report Card Standard | Explains the ways citizens of the United States affirm their citizenship | | |
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| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Identify fundamental democratic principles and ideals in American songs, stories, and symbols.</p> <p>Discuss and explain the meaning of the Pledge of Allegiance. Explain other ways citizens can affirm their citizenship.</p> | I can: | I can: | I can: |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Which patriotic songs and stories emphasize freedom? Equality? Unity? Tell which parts of the song/story.</p> <p>Create a minibook of pictures and explanations os American</p> | Student can: | Student can: | Student can: |



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| <p>symbols.</p> <p>Understand that the American flag is a symbol of our unity as a nation and that the Pledge of Allegiance is a promise to be loyal to the country.</p> <p>Know that people vote, complete jury duty, and run for public office to affirm their citizenship.</p> | | | |
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| Report Card Standard | Uses physical and political features on maps and globes | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: | <p>I can:</p> <p>Distinguish between physical and political features on maps and globes.</p> <p>Identify specific physical features on a globe.</p> | <p>I can:</p> <p>Explain that regions are areas that have similar physical and cultural characteristics and locate the local community in a specific region.</p> | <p>I can:</p> <p>Construct maps and graphs that show aspects of human/environment interaction in the local community.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: | <p>Student can:</p> <p>Label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate Maryland and the District of Columbia on the map.</p> <p>On a globe, show the continents and oceans, the</p> | <p>Student can:</p> <p>Chart cultural characteristics for each region. Include the following:</p> <ul style="list-style-type: none"> • human features • population • communication • transportation • religion and customs • jobs/careers | <p>Student can:</p> <p>Label regions of the United States on a map. Highlight roadways and landforms. Indicate areas of rural, urban, and suburban neighborhoods.</p> |



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| | equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres. | <ul style="list-style-type: none">• structures/buildings/neighborhoods | |
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| Report Card Standard | Identifies the distinctive physical and cultural features of their community and region | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: | I can: | <p>I can:</p> <p>Explain basic Earth/sun relationships.</p> <p>Explain how climate affects the vegetation and animal life of a region and describe the physical characteristics that relate to form an ecosystem.</p> | <p>I can:</p> <p>Identify and describe the relationship between human systems and physical systems and the impact they have on each other.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: | Student can: | <p>Student can:</p> <p>Describe how the Earth/sun influence climate and identify major climate regions of the United States.</p> <p>Tell how weather and climate impact plant life. For example:</p> <ul style="list-style-type: none"> • How does a drought | <p>Student can:</p> <p>Chart how humans react to changes in the seasons (clothing, activities, etc.).</p> <p>Report on ways that humans have changed the landscape by building structures, parks, roadways, etc.</p> |



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| | | affect farmers? <ul style="list-style-type: none">• How are animals affected by storms that cause flooding? | |
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