

North Dakota
Content and Achievement Standards:
Social Studies

Grade 3

December 2007

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 1: Skills and Resources

Standard 1: Students apply Social Studies skills and resources.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
MAP SKILLS				
3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map	Students use labels, symbols, compass rose, and legends to locate physical features on a map with few, if any, errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with no significant errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with limited significant errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with many significant errors.
3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home)	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with substantial detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sufficient detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sketchy detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with little or no detail.
RESOURCES				
3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events	Students use a variety of insightful resources to gather information about people, places, and events.	Students use a variety of relevant resources to gather information about people, places, and events.	Students use a variety of superficial resources to gather information about people, places, and events.	Students use a variety of irrelevant resources to gather information about people, places, and events.
3.1.4 Describe current events using print and electronic media (e.g., newspaper, children's news magazines, television, internet)	Students describe current events in substantial detail using print and electronic media.	Students describe current events in sufficient detail using print and electronic media.	Students describe current events in superficial detail using print and electronic media.	Students describe current events in minimal detail using print and electronic media.

Standard 1: Students apply Social Studies skills and resources.

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
TIME LINES				
3.1.5 Construct time lines (i.e. periods in their own lives and the lives of their family members)	Students construct time lines with few, if any, errors.	Students construct time lines with no significant errors.	Students construct time lines with limited significant errors.	Students construct time lines with many significant errors.
3.1.6 Interpret simple time lines (e.g., identify the time at which events occurred, the sequence in which events developed, and what else was occurring at the time)	Students provide an insightful interpretation of simple time lines.	Students provide a relevant interpretation of simple time lines.	Students provide a superficial interpretation of simple time lines.	Students provide an irrelevant interpretation of simple time lines.
SPATIAL TERMS				
3.1.7 Use spatial terms to describe the world (i.e., equator, hemispheres)	Students use spatial terms to describe the world with few, if any, errors.	Students use spatial terms to describe the world with no significant errors.	Students use spatial terms to describe the world with limited significant errors.	Students use spatial terms to describe the world with many significant errors.

Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PEOPLE AND EVENTS				
3.2.1 Explain the importance of the accomplishments of scientists and inventors (e.g., light bulb, automobile, discovery of electricity, computer, telephone)	Students provide an insightful explanation of the importance of the accomplishments of scientists and inventors.	Students provide a relevant explanation of the importance of the accomplishments of scientists and inventors.	Students provide a superficial explanation of the importance of the accomplishments of scientists and inventors.	Students provide an irrelevant explanation of the importance of the accomplishments of scientists and inventors.
3.2.2 Describe how community life has changed from past (i.e., pioneer and tribal) to the present	Students identify how community life has changed from past to present with substantial detail.	Students identify how community life has changed from past to present with sufficient detail.	Students identify how community life has changed from past to present with superficial detail.	Students identify how community life has changed from past to present with little or no detail.

Standard 3: Economic Concepts

Standard 3: Students understand economic concepts and the characteristics of various economic systems.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PERSONAL FINANCES				
3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants	Students identify an extensive variety of ways families and communities compromise to meet needs and wants.	Students identify a representative variety of ways families and communities compromise to meet needs and wants.	Students identify a limited variety of ways families and communities compromise to meet needs and wants.	Students identify an insufficient variety or no ways families and communities compromise to meet needs and wants.
3.3.2 Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices)	Students provide an insightful explanation how supply and demand affect personal economic choices.	Students provide a relevant explanation how supply and demand affect personal economic choices.	Students provide a superficial explanation how supply and demand affect personal economic choices.	Students provide an irrelevant explanation how supply and demand affect personal economic choices.
3.3.3 Explain the differences among natural and human resources, and how they are used locally	Students provide an insightful explanation of the differences among natural and human resources and how they are used locally.	Students provide a relevant explanation of the differences among natural and human resources and how they are used locally.	Students provide a superficial explanation of the differences among natural and human resources and how they are used locally.	Students provide an irrelevant explanation of the differences among natural and human resources and how they are used locally.

Standard 4: Government and Citizenship

Standard 4: Students understand the development, functions, and forms of various political systems and the role of the citizen in government and society.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
CITIZENSHIP				
3.4.1 Identify the roles, rights, and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good)	Students identify an extensive variety of roles, rights, and responsibilities of a citizen in a community.	Students identify a representative variety of roles, rights, and responsibilities of a citizen in a community.	Students identify a limited variety of roles, rights, and responsibilities of a citizen in a community.	Students identify an insufficient variety or no roles, rights, and responsibilities of a citizen in a community.
GOVERNMENT SYSTEM				
3.4.2 Identify the three branches of local government (i.e., Executive, Legislative, Judicial)	Students identify the three branches of local government with no errors.	Students identify the three branches of local government with no significant errors.	Students identify the three branches of local government with limited significant errors.	Students identify the three branches of local government with many significant errors.
3.4.3 Explain the rule-making process and its purpose in the school	Students explain the rule-making process and its purpose in the school with few, if any, errors.	Students explain the rule-making process and its purpose in the school with no significant errors.	Students explain the rule-making process and its purpose in the school with limited significant errors.	Students explain the rule-making process and its purpose in the school with many significant errors.

Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PHYSICAL GEOGRAPHY				
3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community	Students identify the physical characteristics of the local community with few, if any, errors.	Students identify the physical characteristics of the local community with no significant errors.	Students identify the physical characteristics of the local community with limited significant errors.	Students identify the physical characteristics of the local community with many significant errors.
3.5.2 Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia)	Students identify the seven continents, four oceans, and major nations of the world with no errors.	Students identify the seven continents, four oceans, and major nations of the world with no significant errors.	Students identify the seven continents, four oceans, and major nations of the world with limited significant errors.	Students identify the seven continents, four oceans, and major nations of the world with many significant errors.
HUMAN GEOGRAPHY				
3.5.3 Describe ways (e.g., the development of transportation, communication, industry, and land use) geography has affected the development of the local community over time	Students describe an extensive variety of ways geography has affected the development of the local community over time.	Students describe a representative variety of ways geography has affected the development of the local community over time.	Students describe a limited variety of ways geography has affected the development of the local community over time.	Students describe an insufficient variety or no ways geography has affected the development of the local community over time.

Standard 6: Human Development and Behavior

Standard 6: Students understand the importance of culture, individual identity, and group identity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
IDENTITY				
3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities)	Students identify an extensive variety of roles that individuals play in various groups.	Students identify a representative variety of roles that individuals play in various groups.	Students identify a limited variety of roles that individuals play in various groups.	Students identify an insufficient variety or no roles that individuals play in various groups.
CULTURE				
3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)	Students identify an extensive variety of examples of similarities and differences among groups, societies, and cultures.	Students identify a representative variety of examples of similarities and differences among groups, societies, and cultures.	Students identify a limited variety of examples of similarities and differences among groups, societies, and cultures.	Students identify an insufficient variety or no examples of similarities and differences among groups, societies, and cultures.