The following document is a checklist for teachers to use as a resource in teaching the Louisiana Student Standards.

Louisiana Student Standards Checklist 2017-2018

Grade 3 Social Studies

Morehouse Parish Elementary Curriculum Department

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| **Louisiana Student Standards Checklist for Social Studies**  **Grade 3** | | |
|  | **Date Taught** | **Date Taught** |
| **History**  **Standard 1:**  **Chronological and Historical Thinking**  *Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present* | | |
| 3.1.1 Create timelines that identify important events in the history of Louisiana |  |  |
| 3.1.2 Explain how technology has changed family and community life in Louisiana over time |  |  |
| 3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history |  |  |
| 3.1.4 Compare and contrast state and national historical symbols |  |  |
| 3.1.5 Categorize landmarks as state and national |  |  |
| 3.1.6 Compare and contrast the influence of cultural groups in Louisiana |  |  |
| 3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions |  |  |
| **Standard 2: Key Events, Ideas, and People**  *Students analyze how historical people and events have contributed to the diversity of Louisiana.* | | |
| 3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana |  |  |
| 3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana |  |  |
| 3.2.3 Identify the causes and effects of migration on Louisiana |  |  |
| 3.2.4 Identify cultural elements that have contributed to the state’s heritage |  |  |
| **Geography Standard 3: Maps and Globes**  *Students locate and interpret major geographic features of Louisiana.* | | |
| 3.3.1 Describe characteristics and uses of various types of maps |  |  |
| 3.3.2 Identify the hemispheres in which Louisiana is located |  |  |
| 3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions |  |  |
| 3.3.4 Locate and label major geographic features of Louisiana on a map |  |  |
| 3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map |  |  |
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| 3.3.6 Construct an outline map of Louisiana from memory |  |  |
| 3.3.7 Locate specific places on a map using a simple grid system |  |  |
| **Standard 4: People, Land, and Environment**  *Students examine how the people and the physical geography of Louisiana have directly influenced each other.* | | |
| 3.4.1 Compare and contrast the physical features of various regions of Louisiana |  |  |
| 3.4.2 Explain historical patterns of settlement in Louisiana using maps |  |  |
| 3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana |  |  |
| 3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana |  |  |
| 3.4.5 Describe how humans affect the environment in Louisiana |  |  |
| 3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana |  |  |
| 3.4.7 Describe the importance of natural resources in Louisiana using maps |  |  |
| **Civics**  **Standard 5: Government and Political Systems**  *Students analyze the structures and function of local and state government.* | | |
| 3.5.1 Explain the difference between rules and laws |  |  |
| 3.5.2 Explain who is responsible for enforcing state and local laws |  |  |
| 3.5.3 Investigate the major responsibilities of the three branches of local and state government |  |  |
| 3.5.4 Explain how local and state governments meet the basic needs of society |  |  |
| 3.5.5 Discuss the powers of local and state officials |  |  |
| 3.5.6 Compare how government officials at the state and national levels are elected |  |  |
| **Standard 6: Citizenship**  *Students investigate their role as a citizen of Louisiana.* | | |
| 3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live |  |  |

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| 3.6.2 Describe the qualities of a good leader and citizen 3.6.3 Describe how a citizen can help solve a local issue |  |  |
| **Economics**  **Standard 7: Personal Finance**  *Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.* | | |
| 3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state |  |  |
| 3.7.2 List different ways people save their income and explain the advantages and disadvantages of each |  |  |
| 3.7.3 Explain the benefits of comparative shopping when making economic decisions |  |  |
| **Standard 8: Wants/Scarcity and Producers/Consumers**  *Students make connections between the U.S. economic system and how it affects their daily lives.* | | |
| 3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants |  |  |
| 3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another |  |  |
| 3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services |  |  |
| 3.8.4 Explain how producers and consumers affect prices |  |  |
| **Standard 9: Careers**  *Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.* | | |
| 3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services |  |  |
| 3.9.2 Investigate the responsibilities and characteristics of various jobs |  |  |
| **Standard 10: Exchange and Trade**  *Students explain how people engage in trade and the economic benefits of trade.* | | |
| 3.10.1 Differentiate between imports and exports of goods in Louisiana |  |  |
| 3.10.2 Distinguish between the use of money and barter |  |  |