



Roosevelt School District
Report Card Rubric- Social Studies- 3rd Grade

Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
3.C1.1	1	Descriptions of civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona are not relevant, limited, unclear, and/or not evident.	Can somewhat describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. Descriptions are somewhat relevant, clear, and/or evident.	Describes civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. Key concepts: <ul style="list-style-type: none"> • Rights of others • Helping to promote the common good • Participating in government 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.C3.2	1	Descriptions of ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government are not relevant, limited, unclear, and/or not evident.	Can somewhat describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government. Descriptions are somewhat relevant, clear, and/or evident.	Describes ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.E1.3	2	Identifications of positive and negative incentives that influence financial	Can somewhat identify positive and negative incentives that influence financial decisions	Identifies positive and negative incentives that influence financial decisions people make to save and spend money.	Work independently to apply content knowledge or skills to a greater depth

		decisions people make to save and spend money are not relevant, limited, unclear, and/or not evident.	people make to save and spend money. Identifications are somewhat relevant, clear, and/or evident.		than expected by the performance objective.
3.E2.1	2	Explanations of how availability of resources affects decision making in Arizona with respect to water and other natural resources are not relevant, limited, unclear, and/or not evident.	Can somewhat explain how availability of resources affects decision making in Arizona with respect to water and other natural resources. Explanations are somewhat relevant, clear, and/or evident.	Explains how availability of resources affects decision making in Arizona with respect to water and other natural resources.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.G1.1	2	Uses and construction of maps and graphs to represent changes in Arizona over time are not relevant, limited, unclear, and/or not evident.	Can somewhat use and construct maps and graphs to represent changes in Arizona over time. Use and construction of maps are somewhat relevant, clear, and/or evident.	Uses and constructs maps and graphs to represent changes in Arizona over time. Key concepts: <ul style="list-style-type: none"> ● Physical features including: <ul style="list-style-type: none"> ○ Grand Canyon ○ Mogollon Rim ○ Colorado River ○ Salt River ○ Gila River ● Human features including: <ul style="list-style-type: none"> ○ Major cities ○ Counties ○ Hoover Dam ○ Roosevelt Dam ○ State capital ● Distinct physical + cultural characteristics of Arizona including: <ul style="list-style-type: none"> ○ Landforms ○ 5 C's ○ Climate Zones ○ Elevations ○ Plants 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

**reference your grade specific curriculum map for detailed trimester expectations*

				<ul style="list-style-type: none"> ○ Animals ○ Arizona's 22 Indian Nations ○ Diverse, ethnic, + religious cultures 	
3.G3.1	3	Descriptions of the movement of people in and out of Arizona over time are not relevant, limited, unclear, and/or not evident.	<p>Can somewhat describe the movement of people in and out of Arizona over time.</p> <p>Descriptions are somewhat relevant, clear, and/or evident.</p>	<p>Describe the movement of people in and out of Arizona over time.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Factors contributing to: <ul style="list-style-type: none"> ○ Settlement ○ Economic development ○ Growth of major cities ○ Major economic activities ○ Land use patterns 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.H1.1	3	Utilization of a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations are not relevant, limited, unclear, and/or not evident.	<p>Can somewhat utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <p>Utilization of sources are somewhat relevant, clear, and/or evident.</p>	<p>Utilizes a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Prehistoric peoples ● Native Americans ● Latinx ● African Americans ● Asian Americans ● Newcomers from the U.S and world on art, language, architecture, mining, agriculture, and innovations ● Explorers, settlers, trappers, missionaries, and colonizers ● Statehood ● Influential individuals and groups in the history and development of Arizona 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.H2.1	3	Use of primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history is not	<p>Can somewhat use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</p>	<p>Uses primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Conflicts over exploration, colonization, settlement, industrialism, + the 22 Arizona Indian Nations 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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		relevant, limited, unclear, and/or not evident.	Use of sources to generate questions are somewhat relevant, clear, and/or evident.		
3.H3.1	1	Evaluation of how individual rights, freedoms, and responsibilities can vary based on community, state, and nation are not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation Evaluations are somewhat relevant, clear, and/or evident.	Evaluates how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. Key concepts: <ul style="list-style-type: none"> ● Women’s rights ● Segregation ● Native American rights + citizenship ● Internment and POW camps ● Migrants + farmworkers 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
3.H3.2	3	Use of primary and secondary sources to analyze changes that have taken place in Arizona which could include the use of current events are not relevant, limited, unclear, and/or not evident.	Can somewhat use primary and secondary sources to analyze changes that have taken place in Arizona which could include the use of current events. Use of these sources are somewhat relevant, clear, and/or evident.	Uses primary and secondary sources to analyze changes that have taken place in Arizona which could include the use of current events.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.