**Key Concepts for the Grade 3 Social Studies Assessment**

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

**Geography**

**The World in Spatial Terms**

* Characteristics and various uses of maps (physical, political, topographical, population, product)—*e.g., map key/legend, map symbols, distance scale, elevation, political boundaries*
* Identification of the difference between bar graphs, pictographs, and circle graphs
* Interpretation of a graph, chart, or diagram—*e.g., line graph, pie graph, bar graph*
* Use of compass rose and cardinal directions (north, south, east, west) to locate places on a map of the community and of Louisiana
* Major geographic features of Louisiana—*e.g., Lake Pontchartrain, Mississippi River, Gulf of Mexico, Red River, Driskill Mountain, Kisatchie Hills, Port of New Orleans*

**Places and Regions**

* Physical characteristics of various regions of Louisiana—*e.g., climate, precipitation, elevation, vegetation (bayous, marshes, swamps)*

**Physical and Human Systems**

* Physical processes affecting Louisiana—*e.g., coastal erosion, river changes, flooding*
* Comparison of urban, suburban, and rural communities in Louisiana
* Reasons for migration and patterns of settlement in different time periods in Louisiana—*e.g., find work, seek new opportunities, escape religious or political oppression, drought or famine, relocation to urban areas; first settlers of Louisiana (American Indians)*
* Relationship between geographic and economic activities in Louisiana—*e.g., natural resources that generate revenue, such as oil and natural gas; geographic location of economic activities such as raising cattle, harvesting seafood, and farming rice*

**Environment and Society**

* Ways in which people in Louisiana modify the physical environment to meet basic needs—*e.g., clearing land for urban development, constructing levees, building bridges, drilling for oil and gas*
* Ways humans have adapted to the physical environment in Louisiana—*e.g., pirogues, building raised houses*
* Identification and description of natural resources in Louisiana—*e.g., sugar cane, trees, oil, cotton, rice, soybeans*

**Civics**

**Structure and Purpose of Government**

* Major responsibilities of state government—*e.g., make laws, provide safety and protection, build roads and bridges, use taxes to pay for services such as public schools and hospitals, enact speed limits, help farmers, establish courts and local governments*
* Key state government officials, their powers, and limits on their powers—*e.g., governor, lieutenant governor, attorney general, members of the Louisiana House of Representatives and Louisiana Senate, secretary of state, state treasurer*
* Election of government officials at the state and national levels—*e.g., voting by citizens, terms of office for key officials, voting eligibility requirements such as age and registration*
* Definition of a law and the difference between a rule and a law

**Foundations of the American Political System**

* Responsibilities of individuals in making a community and state a better place to live

**Roles of the Citizen**

* Qualities that make people good leaders and citizens—*e.g., honesty, courage, trustworthiness, patriotism, and social responsibility such as seeking equal rights for all citizens*

**Economics**

**Fundamental Economic Concepts**

* Definitions of scarcity and abundance and examples of both for individuals and society—*e.g., supply and demand for scarce items*
* Weighing benefits and costs when making choices
* Reasons why people save money—*e.g., to earn interest, to plan for expensive purchases such as a car or a house, in case of emergencies*
* Idea of opportunity cost—*e.g., what is given up when making an economic choice*
* Ways people are producers or consumers and why they depend on each other—*e.g., production of a good versus a service, who in the community acts as a consumer*
* Examples of natural, human, and capital resources used to produce goods
* Concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services
* Methods for shipping Louisiana-produced goods elsewhere for sale
* Types of economic institutions that make up the economy—*e.g., households, businesses, banks, government*
* Effect of trade in the local community and how it benefits both consumers and producers

**Individuals, Households, Businesses, and Governments**

* Principles of supply and demand and the effect of competition on the price of goods
* Effect of price increases and decreases on both the consumer and producer
* Services provided by state government—*e.g., roads and highways, public schools, courts, police, hospitals; why government collects taxes*
* Major goods and services produced in Louisiana—*e.g., agricultural products, oil and natural gas, mineral resources, tourism*

**History**

**Historical Thinking Skills**

* Identify primary and secondary sources—*e.g., diaries and journals, historical documents, speeches, autobiographies; almanacs, encyclopedias, biographies*

**Families and Communities**

* Changes in family and community life, given a certain time in history, comparing it to the present—*e.g., methods of communication, education and transportation, size of families and cities*

**Louisiana and United States History**

* Early settlers and their reasons for inhabiting Louisiana—*e.g., Native Americans, Poverty Point Indians, Creoles, Acadians, French, Spanish*
* People and their influence in the early development of Louisiana—*e.g., de Soto, La Salle, Iberville and Bienville, Thomas Jefferson and Napoleon (the Louisiana Purchase), William C. C. Claiborne, Henry Shreve, Andrew Jackson (Battle of New Orleans), P. B. S. Pinchback*
* Important events in and ideas significant to Louisiana’s development—*e.g., cultural influence of various ethnic groups (Creoles and Cajuns, American Indians, African Americans, French, Spanish), reforms of Huey P. Long, Louisiana Purchase, statehood, Battle of New Orleans, the development of New Orleans and its role as a major port*
* Identification and significance of state and national landmarks and symbols—*e.g., state flag, state capitol, brown pelican, state tree, U.S. flag, bald eagle, Statue of Liberty, U.S. Capitol, White House, Liberty Bell, national anthem*
* Causes and effects of major historical migrations to Louisiana—*e.g., Acadians, Africans*, *Irish, Germans, French*
* Elements that have contributed to Louisiana’s cultural heritage
	+ Festivals—*e.g., Mardi Gras, New Orleans Jazz and Heritage Festival, Breaux Bridge Crawfish Festival, Peach Festival, Red River Revel, Strawberry Festival*
	+ Foods—*e.g., jambalaya, gumbo, pralines, étouffée, mufalettas, beignets­*
	+ Music—*e.g., gospel, zydeco, Cajun, country (Jimmie Davis), jazz (Marsalis family, Louis Armstrong, Harry Connick Jr.)*

**World History**

* Ways technology has changed present-day familyand community life in Louisiana—*e.g., highways, computers, automobiles, televisions, telephones, radio*