

Chapter 4: *i*LEAP Social Studies, Grade 3

This section describes the overall design of the *i*LEAP Social Studies test to be administered to students in grade 3. Test specifications and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The Social Studies test consists of one part and is administered in a single day.

The Social Studies test is a criterion-referenced test (CRT) that includes items based entirely on Louisiana’s social studies content standards. These items are aligned with Louisiana’s Grade-Level Expectations (GLEs) and were developed specifically for Louisiana.

Item Types

The test has thirty-two (32) multiple-choice items.

The multiple-choice items consist of an interrogatory stem and four answer options. These items assess knowledge, conceptual understanding, and application of skills presented in the GLEs. Items will be intermingled across strands, not arranged into separate sections by strand.

To maximize the meaningfulness of multiple-choice items, questions are typically cast in a practical problem-solving context, referring to a single stimulus (e.g., a map) or to a description of a single scenario. The reading difficulty level of test questions is minimized to the extent possible (except for necessary terms) so that students’ reading ability does not interfere with their ability to demonstrate their social studies knowledge and skills.

Description of the Social Studies Test

The Social Studies test was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s standards. Separate committees reviewed the items for potential bias and sensitive material.

The Social Studies Test is **untimed**. About forty-five (45) minutes is the suggested time to allow students to answer the questions.

The grade 3 test assesses all four social studies strands delineated in the Louisiana Comprehensive Curriculum (LCC) and the Louisiana Social Studies Framework: Geography, Civics, Economics, and History.

Geography

The GLEs for grade 3 expect students to describe the characteristics and uses of various types of maps and to locate the major geographic features of Louisiana on a map. Students learn how to distinguish different types of graphs; how to interpret graphs, charts, and diagrams; how to locate places on a map using a compass rose and directions; the characteristics of various regions in Louisiana and the physical

processes affecting them; the distinction between urban, suburban, and rural communities; and the patterns of human settlement in the state. In addition, the study of geography includes the interdependent relationship between the land and the economy of Louisiana.

Civics

The GLEs for grade 3 focus on the structures and main purposes of both the state and the federal government. Students learn about the services state government provides and its most important responsibilities, the distinction between laws and rules, how state and national officials are elected, and key local and state government positions. Students also learn which characteristics make good citizens and leaders.

Economics

The GLEs for grade 3 highlight fundamental economic concepts such as trade, supply and demand, opportunity costs, and interdependence. Students study the concepts of scarcity and abundance; decision making by costs and benefits comparison; the cost of making a choice; the interdependence of producers and consumers; the natural, human, and capital resources necessary to produce goods and services; and the types of institutions that make up the economy. Local trade, Louisiana-produced goods, and state-provided services also are a major focus.

History

The GLEs for grade 3 emphasize family and community and the rich history and diverse culture of Louisiana. Students learn about Louisiana's first settlers and how they influenced the development of the state, the effect of major migrations of people on the culture and heritage of Louisiana, and how technology has affected family and community life over time. Students also learn to identify major state and national landmarks and symbols and describe their significance.

Description of Stimulus Material

The test will incorporate **at least one of each** of the following types of stimulus material:

- A map or illustration of a globe showing political divisions (e.g., states, countries), geographical features (e.g., topography, bodies of water), or variations in climate, vegetation, population density, etc.
- A table or graph presenting numerical data to be read or interpreted (e.g., a pictograph or a pie or bar graph showing the breakdown of natural resources in a region or a line graph showing rates of change over time)
- A timeline, chart, illustration, or graphic organizer (e.g., a web showing the relationship between major goods and services produced in Louisiana, a drawing illustrating state symbols or landmarks, or a chart giving information about early settlers in Louisiana)
- An excerpt or article from a newspaper or magazine, or a similar piece written expressly for the test

- An excerpt from such primary sources as historical documents (e.g., the Mayflower Compact, the U.S. Constitution), and quotes and speeches, writings, journals, and autobiographies of major historical figures
- An excerpt from such secondary sources as reference books, literature, encyclopedias, artifacts, and nonfiction books about cultural, geographical, historical, political, or economic themes

Scoring Information

The *iLEAP* Social Studies test contains multiple-choice items only. These items have four response options (A, B, C, D) and are scored right or wrong. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Social Studies Test Specifications

Table 14 provides the test specifications for the grade 3 *iLEAP* Social Studies assessment.

Table 14: Grade 3 Social Studies Test Specifications

Strand/Category	% of Total Points
Geography	31
A. The World in Spatial Terms	
B. Places and Regions	
C. Physical and Human Systems	
D. Environment and Society	
Civics	15
A. Structure and Purpose of Government	
B. Foundations of the American Political System	
C. Roles of the Citizen	
Economics	31
A. Fundamental Economic Concepts	
B. Individuals, Households, Businesses, and Govt.	
History	23
A. Historical Thinking Skills	
B. Families and Community	
C. Louisiana and United States History	
D. World History	
Total	100

Strands, Benchmarks, and GLEs Assessed

Louisiana’s social studies content standards encompass four strands: Geography, Civics, Economics, and History. At grade 3, students learn History, Geography, Economics, and Civics concepts primarily through the study of Louisiana. Each benchmark within a standard delineates what students should know and be able to do at the end of a grade cluster.

Strand G: Geography—Physical and Cultural Systems

Standard: Students use the state of Louisiana to develop skills such as using various maps for information, using directions for location, identifying major geographic features of Louisiana, and identifying human characteristics of places in Louisiana.

Strand C: Civics—Citizenship and Government

Standard: Students define laws and rules and their place in a democratic society and develop an understanding of links between state and federal governments.

Strand E: Economics—Interdependence and Decision Making

Standard: Students look at dependence between producers and consumers, the basic principles of supply and demand, and Louisiana’s role in fulfilling these concepts.

Strand H: History—Time, Continuity, and Change

Standard: Students compare and contrast family and community life today with the past and identify early settlers in Louisiana and describe the influence of various groups on the history and culture of the state.

The GLEs for social studies further define the knowledge and skills students are expected to master by the end of each grade level or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills that students need. For example, the prekindergarten GLE “demonstrate an awareness of time,” begins the development of the concept “use information in a map, table, or graph to describe the past.” In subsequent grades, GLEs build on this historical thinking skills concept.

Most of the grade 3 GLEs are eligible for assessment on the *iLEAP* Social Studies test. Some, however, do not lend themselves to testing on a statewide assessment. For the Geography strand, GLE numbers 6, 7, 8, 10, 11, 16, and 18 are not directly measured by questions in the grade 3 *iLEAP*. Additionally, in the Civics and Economics strands, GLEs 22, 28, 30, and 38 cannot be assessed in a multiple-choice format or require students to use outside resources unavailable during the test. Finally, in the History Strand, GLE numbers 46, 47, 49, and 58 cannot be assessed in multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level to prepare students for classroom assessment purposes as well as for the grade 4 LEAP test.

Explanation of Codes:

GLEs are numbered consecutively in each grade level and grouped by strand and thematic category. For example:

- Strand:** Geography
Categories: A. The World in Spatial Terms
B. Places and Regions
C. Physical and Human Systems
D. Environment and Society

Benchmarks are organized into three or four thematic categories within each strand: Geography, Civics, Economics, and History. These categories (e.g., Places and Regions, or Historical Thinking Skills) provide further content definition by highlighting the underlying themes within the domain of each strand.

Benchmarks are coded by strand, standard, category, and grade cluster (E, M, H). The first term in the code always refers to the strand. The second term gives the standard number and category. The third term indicates the grade cluster and benchmark number. The fourth part indicates the GLE number.

Table 15 provides two examples of benchmark codes.

Table 15: Examples of Social Studies Codes

Code	Translation
G-1B-E1-16	Geography, Standard 1, Category B, Elementary Benchmark 1, GLE 16
H-1A-H3-9	History, Standard 1, Category A, High School Benchmark 3, GLE 9

Key Concepts for the Grade 3 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 family and community life in Louisiana—*e.g., highways, computers, automobiles, televisions, telephones, radio*

Grade 3 iLEAP Additional Resources

Louisiana Music Trail—Information about jazz, blues, rock and roll, Cajun, gospel, and country music with Louisiana roots

<http://www.crt.state.la.us/crt/tourism/music/musictr.htm>

Governor’s Page for Kids—Coloring book pictures of Louisiana state symbols, state history, and photographs of the governor

<http://gov.louisiana.gov/kids.asp>

Louisiana Agriculture and Forestry—Fun facts about Louisiana’s major agricultural products

<http://www.ldaf.state.la.us/AgFunFacts.pdf>

Louisiana Brochure for Students—Cultural, geographic, and historical information about Louisiana, including state parks, festivals, flags, universities, regions, songs, government, and Mardi Gras

<http://www.crt.state.la.us/crt/tourism/studentbrochure/sbcover.htm>

May also be ordered from the Louisiana Office of Culture, Recreation, and Tourism at 225-342-8115

Louisiana Emblems—Pictures and descriptions of Louisiana’s state flower, state dog, state flag, state tree, and state seal
<http://www.crt.state.la.us/crt/profiles/emblems.htm>

Interesting Facts about Louisiana—Pictures and facts about the state motto, capitol, nickname, major metropolitan areas, population, and climate
<http://www.sos.louisiana.gov/around/facts/facts-index.htm>

History of Louisiana—Pictures and descriptions of major events in the history of Louisiana, including a timeline
<http://www.crt.state.la.us/crt/profiles/lafacts.htm>

Louisiana’s Economy—Explanation and pictures of the important industries that make up the state economy, including oil and gas production, agriculture, and tourism
<http://www.crt.state.la.us/crt/profiles/economy.htm>

People of Louisiana—Louisiana’s rich diversity of peoples, from the original American Indian inhabitants to present-day immigrants
<http://www.crt.state.la.us/crt/profiles/people.htm>

Louisiana Facts Online Coloring Book—Coloring book pages with descriptions of the Catahoula hound, alligator, black bear, strawberries, magnolia, crawfish, cypress tree, brown pelican, and others
<http://www.sos.louisiana.gov/around/color/cbook-index.htm>

Louisiana Parish Map—Blank outline map that may be printed and labeled
<http://www.doa.louisiana.gov/images/parishoutline.gif>

White House for Kids—Includes virtual tours of the White House, quizzes, photos, and videos of the president and First Lady of the United States
<http://www.whitehousekids.gov>

Ben’s Guide to U.S. Government for Kids—Topics include: historical documents, U.S. symbols, branches of government, how laws are made, the election process, citizenship, and games and activities
<http://bensguide.gpo.gov/3-5/index.html>

Grade 3 Social Studies Standards, Benchmarks, and GLEs

The following chart presents **all** grade 3 Social Studies standards, benchmarks, and GLEs.

GRADE 3 SOCIAL STUDIES STANDARDS, BENCHMARKS, AND GLEs	
Geography—Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.	
<i>A. The World in Spatial Terms</i>	
Benchmarks	Grade-Level Expectations
G-1A-E1: identifying and describing the characteristics and uses of geographic representations such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images	<ol style="list-style-type: none"> 1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1) 2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)
G-1A-E2: locating and interpreting geographic features and places on maps and globes	<ol style="list-style-type: none"> 3. Interpret a graph, chart, and diagram (G-1A-E2) 4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2) 5. Locate major geographic features of Louisiana on a map (G-1A-E2)
G-1A-E3: constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems	<ol style="list-style-type: none"> 6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3) 7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3) 8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] B-8) (G-1A-E3)
<i>B. Places and Regions</i>	
G-1B-E1: describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate	<ol style="list-style-type: none"> 9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)
G-1B-E2: identifying and describing the human characteristics of places, including population distributions and culture	<ol style="list-style-type: none"> 10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
G-1B-E3: describing how the physical and human characteristics of places change over time	<ol style="list-style-type: none"> 11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)
G-1B-E4: defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language	<ol style="list-style-type: none"> 12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)

<i>C. Physical and Human Systems</i>	
G-1C-E1: describing how physical processes help to shape features and patterns on Earth’s surface	13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)
G-1C-E2: describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions	14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)
G-1C-E3: describing and explaining the characteristics, distribution, and migration of human populations	15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)
G-1C-E4: identifying and comparing the cultural characteristics of different regions and people	16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)
G-1C-E5: locating and explaining the spatial distribution of economic activities	17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)
G-1C-E6: identifying and describing types of territorial units, such as parishes or counties, states, and countries	18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)
<i>D. Environment and Society</i>	
G-1D-E1: identifying and explaining ways in which people depend upon and modify the physical environment	19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)
G-1D-E2: describing how humans adapt to variations in the physical environment	20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)
G-1D-E3: describing the locations, causes, and effects of natural disasters on the environment and society	
G-1D-E4: describing the use, distribution, and importance of natural resources	21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)
Civics—Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.	
<i>A. Structure and Purposes of Government</i>	
Benchmarks	Grade-Level Expectations
C-1A-E1: describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation	22. Identify state laws and the persons responsible for making and enforcing them (C-1A-E1)
C-1A-E2: explaining the necessity and basic purposes of government	23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
C-1A-E3: comparing limited governments to unlimited governments	

C-1A-E4: identifying and describing some of the major responsibilities of local, state, and national governments	24. Describe major responsibilities of state government (C-1A-E4)
C-1A-E5: identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers	25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)
C-1A-E6: explaining how officials in government acquire the authority to exercise political power	26. Explain how government officials at the state and national levels are elected (C-1A-E6)
C-1A-E7: explaining the purposes and importance of rules and laws	27. Define <i>laws</i> and explain the difference between <i>laws</i> and <i>rules</i> (C-1A-E7)
<i>B. Foundations of the American Political System</i>	
C-1B-E1: identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles	
C-1B-E2: discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy	28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)
<i>C. International Relationships</i>	
<i>There are no Grade-Level Expectations for benchmarks in grade 3 for this category.</i>	
<i>D. Roles of the Citizen</i>	
C-1D-E1: explaining the meaning of citizenship and the means by which individuals become citizens of the United States	
C-1D-E2: describing the rights and responsibilities of citizenship in a democratic society	
C-1D-E3: identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy	29. Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)
C-1D-E4: describing the many ways that citizens can participate in and contribute to their communities and to American society	
C-1D-E5: discussing issues related to citizenship and public service	30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an antilitter campaign) (C-1D-E5)

Economics—Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts

Benchmarks	Grade-Level Expectations
E-1A-E1: recognizing that limited resources require people to make decisions	31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)
E-1A-E2: identifying what is gained and lost when individuals or groups make decisions	32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)
E-1A-E3: demonstrating how economic wants affect decisions about using goods and services	33. Explain reasons why people save money (E-1A-E3)
E-1A-E4: discussing and determining the process for making economic decisions	34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)
E-1A-E5: explaining the relationships among producers and consumers	35. Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)
E-1A-E6: describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services	36. Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)
E-1A-E7: describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers	37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)
E-1A-E8: determining how the development of skills and knowledge relates to career opportunity and economic well-being	38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)
E-1A-E9: identifying different methods for the distribution of goods and services, including the concept of markets	39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
E-1A-E10: identifying some of the economic institutions, such as households and banks, that make up the economy	40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)
E-1A-E11: explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process	41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)

B. Individuals, Households, Businesses, and Governments

E-1B-E1: describing how prices are determined by the interactions of buyers and sellers	42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)
E-1B-E2: explaining how the changes in prices affect incentives to produce, consume, and save	43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)

E-1B-E3: identifying and explaining economic concepts, such as profit as an incentive for people to take economic risk	
E-1B-E4: explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing	44. Identify services provided by the state government (E-1B-E4)
E-1B-E5: identifying the major goods and services produced in the local community and state	45. Identify major goods and services produced in Louisiana (E-1B-E5)
History—Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.	
<i>A. Historical Thinking Skills</i>	
Benchmarks	Grade-Level Expectations
H-1A-E1: demonstrating an understanding of the concepts of time and chronology	46. Complete a timeline based on given information (H-1A-E1)
H-1A-E2: recognizing that people in different times and places view the world differently	
H-1A-E3: identifying and using primary and secondary historical sources to learn about the past	47. Use information in a map, table, or graph to describe the past (H-1A-E3) 48. Identify primary and secondary sources (H-1A-E3) 49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)
<i>B. Families and Communities</i>	
H-1B-E1: describing and comparing family life in the present and the past	50. Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)
H-1B-E2: relating the history of the local community and comparing it to other communities of long ago	51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)
<i>C. Louisiana and United States History</i>	
H-1C-E1: describing the people, events, and ideas that were significant to the growth and development of our state and nation	52. Identify and describe early settlers in Louisiana (H-1C-E1) 53. Identify peoples and their influence in the early development of Louisiana (H-1C-E1) 54. Describe the importance of events and ideas significant to Louisiana’s development (H-1C-E1)
H-1C-E2: identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols	55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)
H-1C-E3: describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history	56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)

H-1C-E4: recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage	57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)
<i>D. World History</i>	
H-1D-E1: identifying the characteristics and historical development of selected societies throughout the world	58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)
H-1D-E2: describing the social and economic impact of major scientific and technological advancements	59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)
H-1D-E3: discussing the impact of significant contributions made by historic figures from different regions of the world	

Sample Test Items: Grade 3 Social Studies

Geography

The World in Spatial Terms

GLE 1—Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)

Use this map to answer question 1.



- 1 What does this map show?
- A the parishes of Louisiana
 - B the population of Louisiana
 - C the major cities of Louisiana
 - D the natural resources of Louisiana

Correct Response: C

Match to GLE: This item asks students to recognize the purpose of a political map. Other grade 3 iLEAP items may relate to other types of maps.

Geography

The World in Spatial Terms

GLE 4—Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)

Use this map to answer question 2.



- 2** Mr. Foster will drive from Lafayette to New Orleans. In what direction will he travel?
- A** north
 - B** south
 - C** east
 - D** west

Correct Response: C

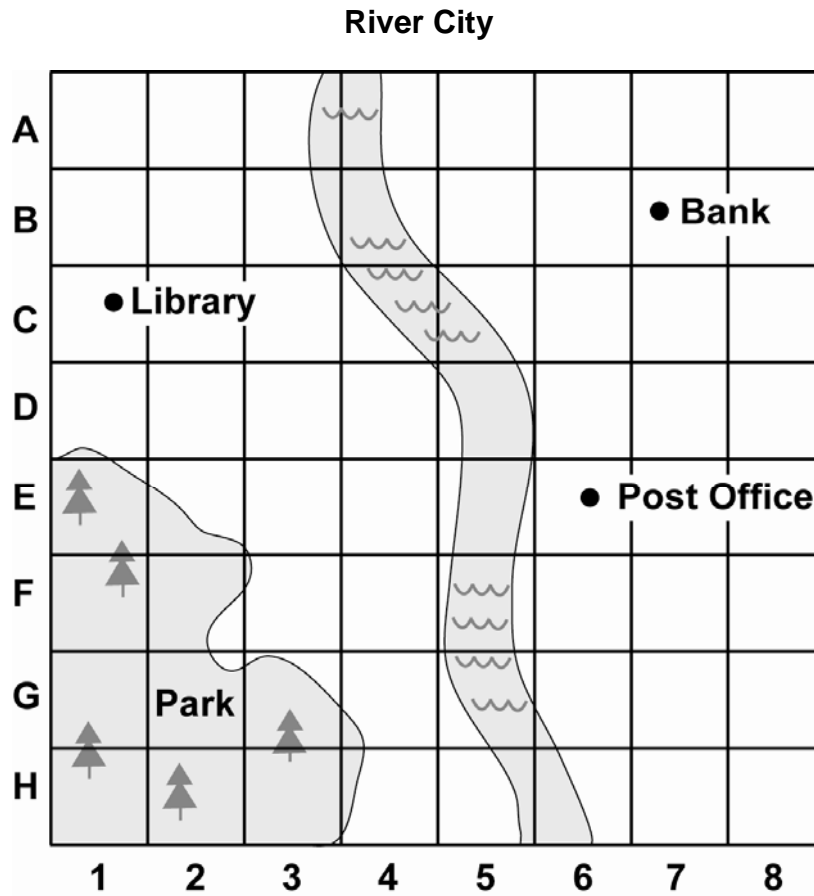
Match to GLE: This item asks students to determine the direction from one city to another. Other grade 3 iLEAP items may involve a compass rose, cardinal directions, and maps in other ways.

Geography

The World in Spatial Terms

GLE 8—Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] B-8) (G-1A-E3)

Use this map of River City to answer question 3.



3 In which section of the map is the post office located?

- A** section E-6
- B** section H-8
- C** section G-4
- D** section E-3

Correct Response: A

Match to GLE: This item requires students to associate a location on a map with grid coordinates. Other grade 3 iLEAP items may require students to identify a location that has given coordinates.

Geography
Places and Regions

GLE 12—Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)

Use the chart below to answer question 4.

Travel Information for the City of Baton Rouge	
Number of People:	700,000
Temperature:	80° F
Language:	English
Money:	Dollar

- 4 Karim’s family drove to a town 15 miles away from Baton Rouge. What should Karim expect to be **most** different in that town?
- A the number of people
 - B the temperature
 - C the language
 - D the type of money

Correct Response: A

Match to GLE: This item asks students to describe how two places in Louisiana are likely to differ, based on information in a chart. Other grade 3 iLEAP items may involve maps or pictures.

Geography

Physical and Human Systems

GLE 17—Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)

- 5** Why did New Orleans become an important center of trade?
- A** It is built on flat land.
 - B** It is in an area where soybeans grow well.
 - C** It is located where a large river meets the sea.
 - D** It is in an area with plenty of trees for lumber.

Correct Response: C

Match to GLE: This item asks students to connect geographic location with trade. Other grade 3 iLEAP items may relate to other economic activities influenced by geography.

Geography

Environment and Society

GLE 19—Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)

- 6** Which activity is used to search for oil in Louisiana?
- A** clearing trails through the forests
 - B** filtering seawater through nets
 - C** drilling holes in the surface of the earth
 - D** changing the course of rivers and streams

Correct Response: C

Match to GLE: This item relates to one way humans modify the physical environment to satisfy energy needs. Other grade 3 iLEAP items may relate to other changes humans make to the environment and the reasons for these changes.

Geography
Environment and Society

GLE 20—*Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)*

- 7** Why do people who live along the coast of Louisiana **most likely** build their houses high above the ground?
- A** to get a better view
 - B** to protect them from floods
 - C** to make room for more parking
 - D** to leave more space for a garden

Correct Response: B

Match to GLE: This item relates to an adaptation humans have made to their physical environment. Other grade 3 iLEAP items may relate to other adaptations.

Geography
Environment and Society

GLE 20—*Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)*

- 8** Which man-made structures help protect New Orleans from floods?
- A** fences
 - B** levees
 - C** streets
 - D** gutters

Correct Response: B

Match to GLE: This item asks students to identify how humans have made physical modification in their environment to be able to use land in flood-prone areas. Other grade 3 iLEAP items may relate to other adaptations caused by other circumstances.

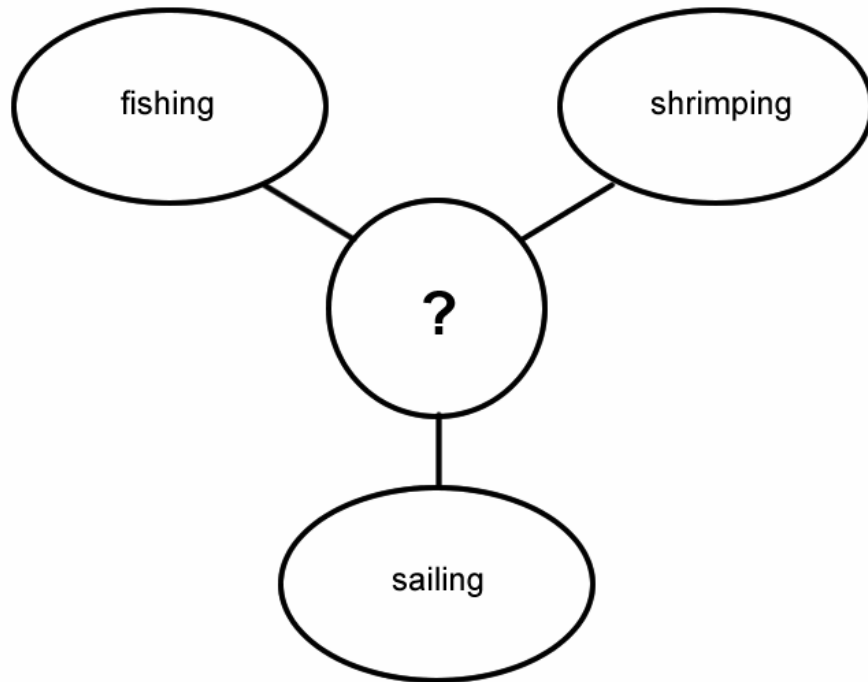
Geography

Environment and Society

GLE 21—Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)

Use this idea web to answer question 9.

A Natural Resource and Its Uses



9 Which natural resource of Louisiana belongs in the center of the idea web?

- A** oil
- B** forest
- C** sugar
- D** ocean

Correct Response: D

Match to GLE: This item asks students to connect the ocean to its economic importance. Other grade 3 iLEAP items may relate to other natural resources and their importance to Louisiana.

Civics

Structure and Purposes of Government

GLE 25—*Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)*

- 10** In Louisiana, which state official is in charge of making sure state laws are obeyed?
- A** state treasurer
 - B** attorney general
 - C** secretary of state
 - D** lieutenant governor

Correct Response: B

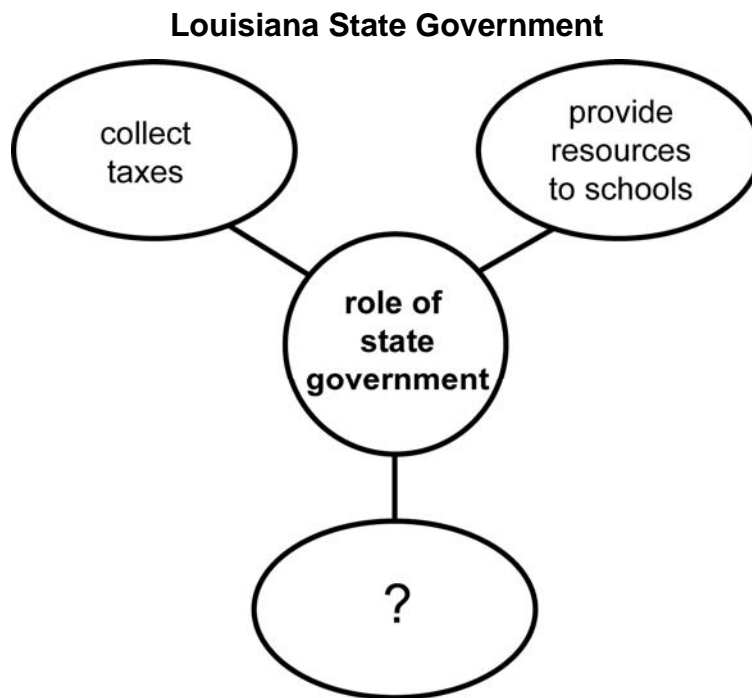
Match to GLE: This item asks students to identify the role of the attorney general. Other grade 3 iLEAP items may relate to other key positions in state government.

Civics

Structure and Purposes of Government

GLE 23—Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)

Use this idea web to answer question 11.



11 Which of these **best** completes the idea web?

- A** deliver the mail
- B** elect mayors of cities
- C** sell gasoline to citizens
- D** provide drivers licenses

Correct Response: D

Match to GLE: This item asks students to identify a function of state government. Other grade 3 iLEAP items may relate to other functions of state government.

Civics

Structure and Purposes of Government

GLE 27—*Define laws and explain the difference between laws and rules (C-1A-E7)*

- 12** Which of these statements is an example of a **law**?
- A** Do not eat spaghetti with your hands.
 - B** Be careful when using scissors.
 - C** Do not cross the street when the light is red.
 - D** Share your toys with other people.

Correct Response: C

Match to GLE: This item requires students to distinguish between a law and a rule. Other grade 3 iLEAP items may relate to laws or rules in other ways.

Economics

Fundamental Economic Concepts

GLE 32—*Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)*

- 13** Marcus is at the grocery store trying to decide which bag of cookies to buy. Which factor would be **least** useful in helping him decide?
- A** the color of each bag
 - B** the price of each bag
 - C** the number of cookies in each bag
 - D** the flavor of the cookies in each bag

Correct Response: A

Match to GLE: This item relates to the factors considered when making an economic decision. Other grade 3 iLEAP items may relate to the benefits or costs associated with various economic choices.

Economics

Fundamental Economic Concepts

GLE 34—Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)

- 14** To get better grades in spelling, you probably have to
- A** spend less time playing.
 - B** spend less time studying.
 - C** spend more time listening to music.
 - D** spend more time watching television.

Correct Response: A

Match to GLE: This item asks students to recognize an opportunity cost. Other grade 3 iLEAP items may ask students to explain the idea of an opportunity cost or identify other examples of economic choices.

Economics

Fundamental Economic Concepts

GLE 35—Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)

Use this chart to answer question 15.

What We Use

Product	Producer	Consumer
gasoline	?	drivers
wood siding	lumber mill	builders
computer games	software company	students

- 15** This chart shows some Louisiana products and who produces and who consumes them. Which producer completes the chart?
- A** gas pump
 - B** oil company
 - C** car salesman
 - D** automobile factory

Correct Response: B

Match to GLE: This item asks students to identify the producer of an important economic good. Other grade 3 iLEAP items may relate to other relationships among producers and consumers.

Economics

Fundamental Economic Concepts

GLE 36—Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)

16 Which natural resource is **most** important in building a house?

A



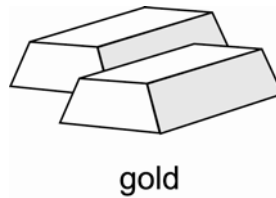
C



B



D



Correct Response: C

Match to GLE: This item requires students to connect natural resources with their uses. Other grade 3 iLEAP items may relate to human or capital resources.

Economics

Fundamental Economic Concepts

GLE 37—Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)

- 17** Jane’s brother is taking advanced college classes about the ways students learn. He is most likely planning to become a
- A** miner.
 - B** doctor.
 - C** teacher.
 - D** musician.

Correct Response: C

Match to GLE: This item requires students to recognize an aspect of specialization. Other grade 3 iLEAP items may relate to interdependence or other aspects of specialization.

Economics

Fundamental Economic Concepts

GLE 39—Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)

- 18** Each year, Louisiana produces more goods than the people in Louisiana can use. How does this help the people of Louisiana?
- A** Many products are wasted or thrown away.
 - B** There will be years that nobody has to work.
 - C** Extra goods are sold to other states or countries.
 - D** People in Louisiana buy only products that are made in Louisiana.

Correct Response: C

Match to GLE: This item relates to the selling of goods produced within Louisiana to other states or countries. Other grade 3 iLEAP items may require students to identify specific goods and how they are shipped elsewhere for sale.

Economics

Fundamental Economic Concepts

GLE 40—Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)

- 19** Which of these people has the greatest effect on the economy in Louisiana?
- A** a student
 - B** a waitress
 - C** a bus driver
 - D** a hotel owner

Correct Response: D

Match to GLE: This item relates to the importance of businesses to the economy. Other grade 3 iLEAP items may relate to other key economic institutions.

Economics

Individuals, Households, Businesses, and Governments

GLE 42—Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)

- 20** Ms. Johnson’s class is having a bake sale, and very few people are buying the cupcakes. Which is the **best** way for the class to sell more cupcakes?
- A** Raise the price.
 - B** Lower the price.
 - C** Make more cupcakes.
 - D** Eat the extra cupcakes.

Correct Response: B

Match to GLE: This item requires students to understand the relationship between price and demand. Other grade 3 iLEAP items may relate to supply or other aspects of competition.

Economics

Individuals, Households, Businesses, and Governments

GLE 43—*Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)*

- 21** Joe sells pizza for \$2 per slice. What will **most likely** happen if Joe lowers the price to \$1.50?
- A** The pizza will taste better.
 - B** The pizza will taste worse.
 - C** More people will buy pizza.
 - D** Fewer people will buy pizza.

Correct Response: C

Match to GLE: This item requires students to understand how a decrease in price leads to greater demand for a good. Other grade 3 iLEAP items may relate to the effects of an increase in price on consumers and producers.

Economics

Individuals, Households, Businesses, and Governments

GLE 44—*Identify services provided by the state government (E-1B-E4)*

- 22** One role of state government is to make sure the citizens of Louisiana
- A** have a television set.
 - B** have three meals a day.
 - C** have a six-week vacation.
 - D** have safe roads to drive on.

Correct Response: D

Match to GLE: This item asks students to identify a role of state government. Other grade 3 iLEAP items may relate to other roles of state government.

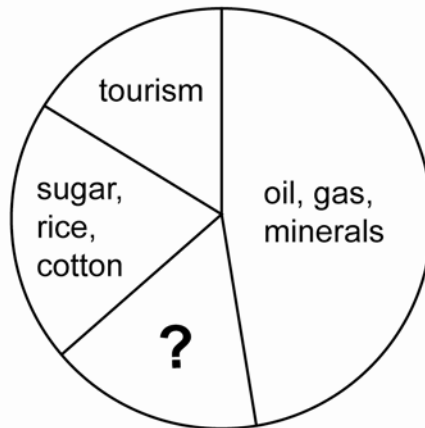
Economics

Individuals, Households, Businesses, and Governments

GLE 45—Identify major goods and services produced in Louisiana (E-1B-E5)

Use the graph below to answer question 23.

Major Parts of the Louisiana Economy



- 23** Which products **most likely** belong in the missing section of the graph?
- A** oranges and bananas
 - B** computers and printers
 - C** clothing and shoes
 - D** fish, shrimp, and other seafood

Correct Response: D

Match to GLE: This item asks students to identify fish, shrimp, and other seafood as important elements of the Louisiana economy. Other grade 3 iLEAP items may relate to other key goods and services that comprise the Louisiana economy.

History

Historical Thinking Skills

GLE 48—*Identify primary and secondary sources (H-1A-E3)*

- 24** In writing a book about the history of Louisiana, a historian may use both *primary* and *secondary* sources. Which source is *secondary*?
- A** an encyclopedia entry
 - B** an original letter
 - C** an interview with an eyewitness
 - D** an original drawing

Correct Response: A

Match to GLE: This item asks students to identify a secondary source. Other grade 3 iLEAP items may relate to primary sources.

History

Families and Communities

GLE 51—*Describe changes in community life, comparing a given time in history to the present (H-1B-E2)*

- 25** Many American Indians lived in Louisiana during the 15th century. Which activity has **least** changed from how they lived then and the way we live now?
- A** drilling for oil
 - B** living in big cities
 - C** eating fish and other seafood
 - D** reading and writing in English

Correct Response: C

Match to GLE: This item asks students to compare life in the 15th century to life in modern-day Louisiana. Other grade 3 iLEAP items may compare the present to other historical settings.

History

Louisiana and United States History

GLE 53—Identify peoples and their influence in the early development of Louisiana (H-1C-E1)

- 26** New Orleans was first built by the French as a
- A** trading port.
 - B** prison colony.
 - C** tourist attraction.
 - D** manufacturing center.

Correct Response: A

Match to GLE: This item asks students to identify one way the French influenced the early development of Louisiana. Other grade 3 iLEAP items may relate to other peoples and their influence.

History

Louisiana and United States History

GLE 54—Describe the importance of events and ideas significant to Louisiana’s development (H-1C-E1)

- 27** Why was the Louisiana Purchase of 1803 an important event in Louisiana’s history?
- A** It made Louisiana a part of the United States.
 - B** It made New Orleans the capital of Louisiana.
 - C** It made the Mississippi River flow through Louisiana.
 - D** It made French the most common language in the United States.

Correct Response: A

Match to GLE: This item relates to the importance of the Louisiana Purchase. Other grade 3 iLEAP items may relate to other significant events in Louisiana’s development.

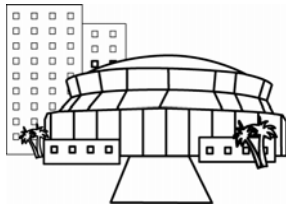
History

Louisiana and United States History

GLE 55—Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)

28 Which picture shows the state capitol of Louisiana?

A



C



B



D



Correct Response: B

Match to GLE: This item asks students to identify an important state landmark. Other grade 3 iLEAP items may relate to other national landmarks or symbols.

History

Louisiana and United States History

GLE 56—Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)

- 29** French-speaking Catholics were forced to leave Canada in 1755. Many of them settled in Louisiana and became known as
- A** Pilgrims.
 - B** Acadians.
 - C** French Americans.
 - D** African Americans.

Correct Response: B

Match to GLE: This item relates to the settlement of the Acadians in Louisiana. Other grade 3 iLEAP items may relate to other historical migrations to Louisiana.

History

Louisiana and United States History

GLE 57—Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)

- 30** New Orleans is **best** known as the birthplace of which type of music?
- A** jazz
 - B** classical
 - C** rock and roll
 - D** country and western

Correct Response: A

Match to GLE: This item asks students to connect a part of Louisiana with a form of music. Other grade 3 iLEAP items may relate to other important elements of Louisiana culture.