



## **3<sup>rd</sup> Grade Social Studies Study Guide Examination for Acceleration (EA)/Credit by Exam (CBE)**

The exam you are interested in taking is designed to test your proficiency in the relevant subject matter. You should be thoroughly familiar with the subject matter before you attempt to take the exam. This EA/CBE Study Guide can help you prepare for the exam by giving you an idea of what you need to review. You can check your familiarity level by reviewing the Texas Essential Knowledge and Skills (TEKS) for this course (see below). To refine your skills, you can refer to any of the state-adopted textbooks.

### **Texas Essential Knowledge and Skills (TEKS)**

Every question that appears on this exam is derived from the knowledge and skills statements and student expectations within the Texas-mandated standards, the Texas Essential Knowledge and Skills (TEKS). You can view the TEKS for this exam online via the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.14>. Refer to section (b), Knowledge and skills, 1A–19B.

Throughout this guide, you'll see TEKS references. These refer to the numbers listed under (b) Knowledge and skills; for example, 1A or 3B.

### **Materials Needed**

#### **Paper Exams**

You will need to bring a #2 pencil to complete the exam. You will receive a computer-graded answer sheet when you arrive at the testing center.

#### **Online Exams**

**If necessary, materials will be provided by the testing center.**

### **Exam Structure**

You will be allowed **3 hours** to complete this exam. The exam consists of 52 multiple-choice questions that are equally weighted. The exam covers the following 8 Objectives:

- Objective 1:** History (12 questions)
- Objective 2:** Geography (10 questions)
- Objective 3:** Economics (10 questions)
- Objective 4:** Government (6 questions)
- Objective 5:** Citizenship (7 questions)
- Objective 6:** Culture (4 questions)
- Objective 7:** Science, Technology, and Society (3 questions)
- Objective 8:** Social Study Skills

## **Scholastic Honesty**

When you arrive at the testing center, you will be asked to carefully read the exam rules and sign a statement agreeing to take the exam in accordance with the rules. This is called the Examinee's Certification. The following is a copy of these rules:

### **Examinee's Certification**

**This certification must be signed *before* the exam is administered and then returned with the completed examination attached, or credit for the exam will not be given.**

Scholastic dishonesty is a serious academic violation that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to:

- copying from another student's work;
- using an unauthorized testing proctor or taking the exam at an unauthorized testing location;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of an unadministered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- using, buying, stealing, or transporting some or all of the contents of an unadministered test, test rubric, homework answer, or computer program.

**Evidence of scholastic dishonesty will result in a grade of *F* on the examination and an *F* in the course (if applicable).**

*At the testing center, you will be asked to sign a statement that says you have read the above and agree to complete the examination with scholastic honesty.*

## General Study Tips

The bulleted lists and sample questions in this study guide can assist you in preparing for the exam. It is a fairly complete guide, but does not cover every item on the test. Ultimately, you should use the TEKS to guide your exam preparation.

## Additional Study Tips

The following information provides direction for your studies. For each part, you will find study tips and sample questions to give you a general idea of the types of questions you can expect to see on the exam.

## Objective 1: History

This part relates to your knowledge of how individuals, events, and ideas have influenced the history of various communities, the common characteristics of communities, past and present, and the concepts of time and chronology. It includes 12 questions that are equally weighted.

### Study Tips for Objective 1

This part relates to TEKS 1A–3C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- describe how individuals, events, and ideas have changed communities, past and present
- identify individuals who have helped to shape communities, including
  - Pierre-Charles L'Enfant,
  - Benjamin Banneker, and
  - Benjamin Franklin
- describe how individuals have contributed to the expansion of existing communities or to the creation of new communities, including
  - Daniel Boone,
  - Christopher Columbus,
  - the Founding Fathers, and
  - Juan de Oñate
- identify reasons people have formed communities, including
  - a need for security,
  - religious freedom,
  - law, and
  - material well-being
- identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation
- compare ways in which various other communities meet their needs.
- use vocabulary related to chronology, including
  - past, present, and future times
- create and interpret timelines
- apply the terms year, decade, and century to describe historical times

### Sample Questions for Objective 1

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

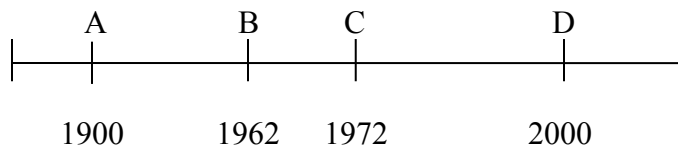
**DIRECTIONS:** Select the **BEST** response to each of the following questions.

1. Who did George Washington hire to draw plans for Washington D.C.?

- A. William Clark
- B. Pierre L'Enfant
- C. Thomas Jefferson
- D. Charles de Gaulle

2. Use the timeline below to answer the question:

Felix turned ten years old in 2000. His great-grandpa turned ten a century before. What year did Felix's great-grandpa turn ten?



- A. 1900
- B. 1962
- C. 1972
- D. 2000

## **Objective 2: Geography**

This part relates to your knowledge of how humans adapt to variations in the physical environment and the concepts of location, distance, and direction on maps and globes. It includes 10 questions that are equally weighted.

### **Study Tips for Objective 2**

This part relates to TEKS 4A–5D. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

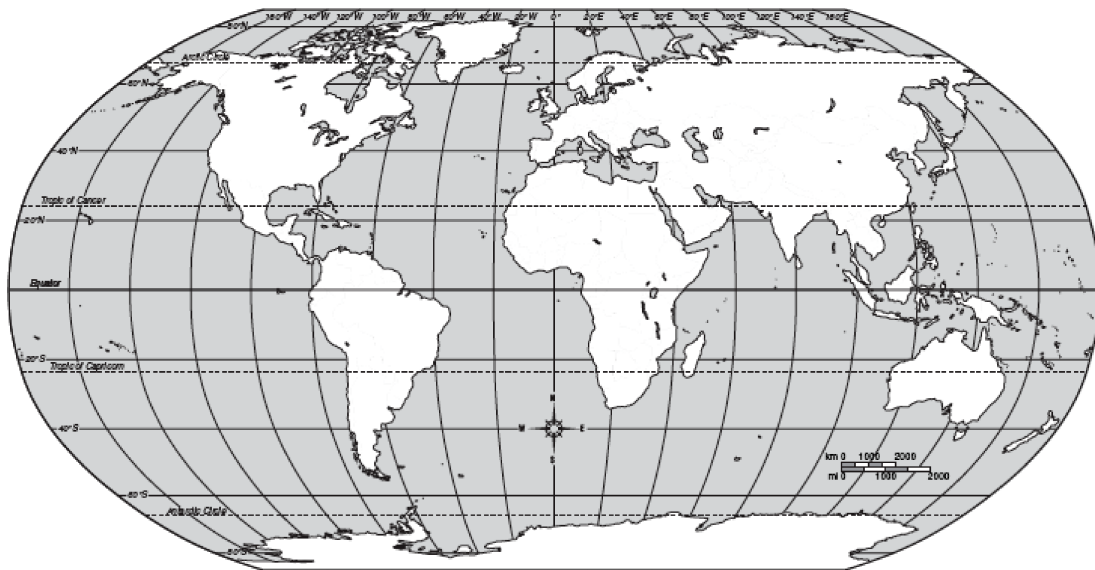
- describe and explain variations in the physical environment, including
  - climate,
  - landforms,
  - natural resources, and
  - natural hazards
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- identify and compare the human characteristics of various regions
- use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;
- use a scale to determine the distance between places on maps and globes
- identify and use the compass rose, grid system, and symbols to locate places on maps and globe
- create and interpret maps of places and regions that contain map elements, including
  - a title,
  - compass rose,
  - legend,
  - scale, and
  - grid system

### Sample Questions for Objective 2

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS:** Select the **BEST** response to each of the following questions.

3. Which landforms were **MOST** likely formed by the eruption of volcanoes?
  - A. deltas
  - B. plains
  - C. canyons
  - D. mountains
  
4. Find the compass rose on the map. Decide what direction Texas is from the Pacific Ocean.



- A. north
- B. south
- C. east
- D. west

### **Objective 3: Economics**

This part relates to your knowledge of the purposes of earning, spending, saving and donating money, the free enterprise system and how businesses operate in the US free enterprise system. It includes 10 questions that are equally weighted.

#### **Study Tips for Objective 3**

This part relates to TEKS 6A–8E. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- identify ways of earning, spending, saving, and donating money
- create a simple budget that allocates money for spending, saving, and donating
- define and identify examples of scarcity
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- explain the concept of a free market as it relates to the U.S. free enterprise system
- identify examples of how a simple business operates
- explain how supply and demand affect the price of a good or service
- explain how the cost of production and selling price affect profits
- explain how government regulations and taxes impact consumer cost
- identify individuals who have started new businesses, past and present, examples will include Henry Ford and might include Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton

### Sample Questions for Objective 3

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

5. Mr. Wyatt wants to start a new business. He wants to sell expensive watches. What would be the **BEST** location for his business?
  - A. on a street that has a lot of crime, such as stealing and robbery
  - B. on a street in a neighborhood where people cannot afford many things
  - C. on a street in a neighborhood where people can afford expensive things
  - D. on a street where there are five other watch stores just like Mr. Wyatt's store
  
6. Terrell makes chairs. The cost of the wood he uses has just doubled. He wants to continue to sell his chairs at the same price. What will happen to his profit?
  - A. He will make a larger profit.
  - B. He will not make as large a profit.
  - C. He will make twice as much profit.
  - D. He will make three times more profit.



## **Objective 4: Government**

This part relates to your knowledge of the basic structure and functions of various levels of government and important ideas in historical documents at various levels of government. It includes 6 questions that are equally weighted.

### **Study Tips for Objective 4**

This part relates to TEKS 9A – 10B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- describe the basic structure of government in the local community, state, and nation
- identify local, state, and national government officials and explain how they are chosen
- identify services commonly provided by local, state, and national governments
- explain how local, state, and national government services are financed
- identify the purposes of the
  - Declaration of Independence
  - the U.S. Constitution, including the Bill of Rights
- describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government

### **Sample Questions for Objective 4**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

7. How are government services financed?
  - A. the president's pay check
  - B. taxes collected from citizens
  - C. all government services as free
  - D. money borrowed from other countries
  
8. Which best explains what "the consent of the governed" means?
  - A. the citizens should approve
  - B. the government must agree
  - C. the citizens all vote for the same thing
  - D. the government convinces citizens to vote

## **Objective 5: Citizenship**

This part relates to your knowledge of characteristics of good citizenship as exemplified by historical and contemporary figures and the impact of individual and group decisions on communities in a constitutional republic. It includes 7 questions that are equally weighted.

### **Study Tips for Objective 5**

This part relates to TEKS 11A–12C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- identify characteristics of good citizenship, including
  - truthfulness,
  - justice,
  - equality,
  - respect for oneself and others,
  - responsibility in daily life,
  - and participation in government by educating oneself about the issues,
  - respectfully holding public officials to their word, and
  - voting
- identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship
- identify and explain the importance of individual acts of civic responsibility, including
  - obeying laws,
  - serving the community,
  - serving on a jury, and
  - voting.
- give examples of community changes that result from individual or group decisions
- identify examples of actions individuals and groups can take to improve the community
- identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good

**Sample Questions for Objective 5**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

9. Why is voting an important act of civic responsibility?
- A. because it is required by law
  - B. because it is necessary to volunteer
  - C. because the constitution says you should
  - D. because it is important to participate in the government
10. Which of the following is something the Red Cross would do to serve the community?
- A. provide books for the blind
  - B. fight for equality in public schools
  - C. create laws to protect the environment
  - D. run emergency shelters after natural disasters

## **Objective 6: Culture**

This part relates to your knowledge of ethnic and/or cultural celebrations of the local community and other communities, the role of heroes in shaping the culture of communities, the state, and the nation, and the importance of writers and artists to the cultural heritage of communities. It includes 4 questions that are equally weighted.

### **Study Tips for Objective 6**

This part relates to TEKS 13A–15B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- explain the significance of and compare various ethnic and/or cultural celebrations in the local community and other communities
- identify and compare the heroic deeds of state and national heroes, including
  - Hector P. Garcia and James A. Lovell,
  - and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes
- identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains
- identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities
- explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

**Sample Questions for Objective 6**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

11. Which of the following national heroes is known for his/her work as an astronaut?

- A. Ellen Ochoa
- B. Todd Beamer
- C. Harriet Tubman
- D. Juliette Gordon Low

12. Laura Ingalls Wilder is best known for her \_\_\_\_\_.

- A. art
- B. music
- C. poetry
- D. writing

### **Objective 7: Science, Technology, and Society**

This part relates to your knowledge of how individuals have created or invented new technology and affected life in various communities, past and present. It includes 3 questions that are equally weighted.

#### **Study Tips for Objective 7**

This part relates to TEKS 16A–B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- identify scientists and inventors, examples will include Jonas Salk and Maria Mitchell other examples will include McCormick, Bill Gates, and Louis Pasteur
- identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities

#### **Sample Questions for Objective 7**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

13. What is Maria Mitchell best known for?
- A. pasteurization
  - B. polio Vaccine
  - C. creating computers
  - D. discovering a comet
14. What scientific advances have allowed people to live longer?
- A. medical vaccines
  - B. discovery of gravity
  - C. the invention of the automobile
  - D. bug fixes on computer applications

## **Objective 8: Social Studies Skills**

This part relates to your knowledge of critical thinking skills, communication, and problem-solving and decision-making skills. These TEKS objectives are covered throughout the exam.

### **Study Tips for Objective 8**

This part relates to TEKS 17A – 19B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources
- sequence and categorize information
- Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting
- use various parts of a source to locate information, including
  - the table of contents,
  - glossary,
  - and index
  - as well as keyword Internet searches
- interpret and create visuals, including
  - graphs,
  - charts,
  - tables,
  - timelines,
  - illustrations,
  - and maps
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- use a problem-solving process
- use a decision-making process

Questions for this objective are integrated with other objectives.

## Answer Key

Item Number	Correct Answer	TEKS expectation
1	B	1B
2	A	3B, 3C, 17E, 17F
3	D	4C
4	C	5A, 5C, 17E
5	C	6A, 8A
6	B	8C, 8B
7	B	9D
8	A	10B
9	D	11C
10	D	12C
11	A	14A
12	D	15A
13	D	16A
14	A	16B