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| --- | --- | --- | --- | --- | --- |
| **Strand 1: American History** **Concept 1: Research Skills for History**  | **PO 1.** Use timelines to identify the time sequence of historical data.**I** | I can use a timeline to record historical data. | Knowledge ComprehensionApplication | <http://bensguide.gpo.gov/35/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | timelines sequence historical data |
| Strand 1: American History Concept 1: Research Skills for History  | **PO 2.** Recognize how archaeological research adds to our understanding of the past. **I** | I can see how research helps me understand the past. | Knowledge ComprehensionApplication | <http://bensguide.gpo.gov/35/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | archaeological research  |
| Strand 1: American History Concept 1: Research Skills for History  | **PO 3**. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. **I** | I can make use of primary and secondary sources to study peopleand events of the past. | Knowledge ComprehensionApplication | <http://bensguide.gpo.gov/35/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | primary source photosartifacts documents secondary source encyclopedias biographies |
| Strand 1: American History Concept 1: Research Skills for History  | **PO 4**. Retell stories to describe past events, people and places.**I** | I can retell stories about past events, people and places. | Knowledge ComprehensionApplication | <http://bensguide.gpo.gov/35/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | Past events |
| **Strand 2: World History** **Concept 1: Research Skills for History**  | **PO 1**. Use timelines to identify the time sequence of historical data. **I** | I can use a timeline to record historical data. | Knowledge Comprehension Application | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | TimelinesHistorical data |
| Strand 2: World History Concept 1: Research Skills for History  | **PO 2**. Recognize how archaeological research adds to our understanding of the past. **I** | I can see how research helps me understand the past. | Knowledge Comprehension Application | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | archaeological research  |
| Strand 2: World HistoryConcept 1: Research Skills for History  | **PO 3**. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. **I** | I can make use of primary and secondary sources to study peopleand events of the past. | Knowledge Comprehension Application | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | primary source photos, artifacts, interviews, documents, secondary source encyclopedias, biographies  |
| Strand 2: World HistoryConcept 1: Research Skills for History  | **PO 4.** Retell stories to describe past events, people and places. **I** | I can retell stories about past events, people and places. | Knowledge Comprehension Application | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | past events |
| Strand 2: World History**Concept 2: Early Civilizations**  | **PO 1.** Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.Connect with: Reading Strand 2 Concept 2 **I M** | I can identify how Ancient Greece contributed to their own development. | Knowledge Comprehension | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | government democracy mythologyarchitecture Olympics Ancient Greece civilizations. |
| Strand 2: World HistoryConcept 2: Early Civilizations  | **PO 2**. Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations. **I M** | I can tell how Ancient Greek teachers helped the development of their people. | Knowledge Comprehension | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | Ancient Greek philosophers Socrates PlatoAristotle civilizations |
| Strand 2: World HistoryConcept 2: Early Civilizations  | **PO 3**. Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations. **I M** | I can be familiar with howgovernment, mythology, architecture, and language contributed to Ancient Rome and their development. | Knowledge Comprehension | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | government mythologyarchitecture aqueducts Ancient Rome civilizations. |
| Strand 2: World HistoryConcept 2: Early Civilizations  | **PO 4**. Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations. **I M** | I can discuss the contributions of Ancient Rome leaders and howtheir actions affected their civilization. | Knowledge Comprehension | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> |  political military leaders Ancient Rome Julius Caesar AugustusConstantinecivilizations. |
| **Strand 2: World History****Concept 5: Encounters and Exchange** (Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.) | **PO 1**. Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.**I M** | I can describe how the search from Northwest Pasage to Asia led to the study of Canada. | ComprehensionAnalysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | Northwest Passage Asia exploration settlement Canada. |
| Strand 2: World HistoryConcept 5: Encounters and Exchange (Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.) | **PO 2**. Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa). Connect with: Strand 1 Concept 3 **I M** | I can explain European global explorations. | ComprehensionAnalysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | European global explorations Columbus Magellan Henry  Hudson Vasco da  Gama Balboa  |
| Strand 2: World History**Concept 9: Contemporary World**  | **PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). **I M** | I can explain current events using resources and class discussions. | Comprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | current events resources newspapers magazines television Internet booksmaps |
| **Strand 4: Geography****Concept 1: Foundations of Government**  | **­­­­­­­­­­­­­­PO 1.** Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes. **I** | I can talk about the different types of maps. | KnowledgeComprehension | <http://www.lessonplanspage.com/SS23.htm><http://bensguide.gpo.gov/3-5/symbols/index.html> | political physical thematicvarious |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 2**. Interpret political and physical maps using the following elements:1. alpha-numeric grids
2. title
3. compass rose -cardinal and intermediate directions
4. symbols
5. legend
6. scale

**I** | I can explain the differentelements of maps | KnowledgeComprehension | <http://www.lessonplanspage.com/SS23.htm><http://bensguide.gpo.gov/3-5/symbols/index.html> | political and physical maps alpha-numeric gridstitlecompass rose -cardinal and intermediate directionssymbolslegendscale  |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 3**. Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend. **I** | I can create a map that includes a title, compass rose, symbols, and legend. | Application | <http://www.lessonplanspage.com/SS23.htm><http://bensguide.gpo.gov/3-5/symbols/index.html> | school, home, neighborhood, fictional place title, compass rose, symbols, and legend. |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 4**. Construct maps using symbols to represent human and physical features. **I** | I can create a map using human and physical symbols. | Application | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | symbols human and physical features. |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 5**. Construct charts and graphs to display geographic information. **I** | I can make a chart or graph of geographic information. | Application | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | charts graphs geographic information.  |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 6**. Recognize characteristics of human and physical features:1. physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)
2. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)

**I** | I can identify human and physical features on a map. | Knowledge Comprehension  | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)<http://bensguide.gpo.gov/3-5/symbols/index.html> | Physical: ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsulaHuman: equator, Northern and Southern Hemispheres, North and South Poles, city |
| Strand 4: Geography Concept 1: Foundations of Government  | **PO 7**. Locate physical and human features using maps, illustrations, images, or globes:1. physical (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula)
2. human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads)

**I** | I can locate physical and human features on a map, illustration, image, or globe. | Knowledge Comprehension Application | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)<http://bensguide.gpo.gov/3-5/symbols/index.html> | Physical:7 continents, 4 oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsulahuman:equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads |
| **Strand 4: Geography** **Concept 2: Places and Regions** | **PO 1**. Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes. **I** | I can find the physical and human features on a map and globe about a particular place. | Comprehension Application | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | PhysicalHuman featuresGreeceCanadaSpainMapglobe |
| Strand 4: Geography Concept 2: Places and Regions | **PO 2**. Describe how physical and human characteristics of places change from past to present. **I** | I can explain how things change from the past to the present. | Comprehension  | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | Physicalcharacteristics |
| **Strand 4: Geography****Concept 4: Human Systems**  | **PO 1.** Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft) **I** | I can tell how transportation has changed over time. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | transportation |
| Strand 4: Geography Concept 4: Human Systems  | **PO 2**. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).**I** | I can tell how communication has changed over time. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | communication networks telegraph telephone postal internet |
| Strand 4: Geography Concept 4: Human Systems  | **PO 3**. Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent). **I** | I can identify the differences in a political unit and hierarchies. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | political units hierarchies communitycontinent |
| Strand 4: Geography Concept 4: Human Systems  | **PO 4**. Describe elements of culture ofa community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied. Connect with: Reading Strand 2 Concept 2 **I** | I can explain the elements of a community or nation. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm> | elements of culture communitynation customs beliefs |
| Strand 4: Geography Concept 4: Human Systems  | **PO 5**. Discuss that Ancient Civilizations have changed from past to present. **I** | I can discuss how Ancient Civilization has changed over time. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | Ancient Civilizations |
| Strand 4: Geography Concept 4: Human Systems | **PO 6**. Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areasstudied. **I** | I can explain the activities about land use of an area. | KnowledgeComprehension Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html><http://www.lessonplanspage.com/SS23.htm><http://classroom.jc-schools.net/SS-units/economics.htm#Third> | economic harvesting natural resources agricultural industrial residential commercial recreational |
| **Strand 4: Geography** **Concept 5: Environment and Society**  | **PO 1**. Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth. **I** | I can name the ways in which humans depends upon and impact the earth. | Knowledgecomprehension | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)<http://bensguide.gpo.gov/3-5/symbols/index.html> | farming building structure dams transportation routes overgrazing mining logging impact  |
| Strand 4: Geography Concept 5: Environment and Society  | **PO 2**. Describe ways of protecting natural resources. **I** | I can explain ways of protecting natural resources. | Comprehensionapplication | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | protecting natural resources |
| Strand 4: Geography Concept 5: Environment and Society  | **PO 3**. Identify resources that are renewable, recyclable, and non-renewable. **I** | I can name the resources that are renewable, recyclable, and non-renewable. | KnowledgeComprehensionapplication | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | resources renewable recyclable  non-renewable |
| **Strand 4: Geography** **Concept 6: Geographic Applications**  | **PO 1.** Discuss geographic concepts related to current events.**I** | I can explain the geographic concepts related to current events. | Comprehensionapplication | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | geographic concepts  current events |
| Strand 4: Geography Concept 6: Geographic Applications  | **PO 2**.Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems(e.g., shortage or abundance of natural resources). **I** | I can use geography skills to find solutions for local, state, or national problems. | KnowledgecomprehensionApplication | [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)[www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | geography concepts shortage abundance natural resources |