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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.  **C** | I can use a timeline to record historical data. | Knowledge Comprehension  Application | <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.  **C** | I can see how research helps me understand the past. | Knowledge Comprehension  Application | <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.  **C** | I can make use of primary and secondary sources to study people  and events of the past. | Knowledge Comprehension  Application | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | primary source photos  artifacts 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.  **C** | I can retell stories about past events, people and places. | Knowledge Comprehension  Application | <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.  **C** | 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> | Timelines  Historical data |
| Strand 2: World History Concept 1: Research Skills for History | **PO 2**. Recognize how archaeological research adds to our understanding of the past.  **C** | 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 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.  **C** | I can make use of primary and secondary sources to study people and 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 History  Concept 1: Research Skills for History | **PO 4.** Retell stories to describe past events, people and places.  **C** | 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 1: American History  **Concept 3: Exploration and Colonization** | **PO 1**. Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.  **I M** | I can explain technological advances that helped to examine the New World. | Knowledge Comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | technological compass printing press facilitated exploration  New World |
| Strand 1: American History  Concept 3: Exploration and Colonization | **PO 2**. Recognize that European countries explored the New World for economic and political reasons.  **I M** | I can be familiar with how  European countries studied the New  World. | Knowledge Comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | European  New World economic political |
| Strand 1: American History  Concept 3: Exploration and Colonization | **PO 3**. Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.  **I M** | I can discuss European  Explorers and their discoveries. | Knowledge Comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | European explorers  Samuel Champlain  Henry Hudson John Cabot Jacques Cartier Ponce de Leon  Hernan de Soto  New World. |
| Strand 1: American History  Concept 3: Exploration and Colonization | **PO 4**. Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).  **I M** | I can be familiar with how European exploration change Native American in the Eastern regions. | Knowledge  Comprehension  Application | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | European exploration  Native Americans Eastern regions |
| Strand 1: American History  **Concept 6: Civil War and Reconstruction** | **PO 1.** Recognize that there were issues (e.g., slavery, states’ rights, South seceded from the Union) associated with the Civil War.  **I M** | I can identify the concerns that caused to the Civil War. | Knowledge  comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | slavery states’ rights  Union  Civil War. |
| Strand 1: American History  Concept 6: Civil War and Reconstruction | **PO 2**. Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.  **I M** | I can discuss the contributions of people during the Civil War. | Knowledge Comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | Abraham Lincoln Jefferson Davis Robert E. Lee Ulysses S. Grant  Harriet Tubman, Sojourner Truth Frederick Douglass  Civil War era |
| Strand 1: American History  **Concept 7: Emergence of the Modern United States** | **PO 1**. Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.  **I M** | I can tell why people started a new life in the United States. | Comprehension  Analysis | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | famine  political discord religious  persecution economic opportunity |
| Strand 1: American History  Concept 7: Emergence of the Modern United States | **PO 2**. Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants’ lives after settling in the United States during the late 19th and early 20th centuries.  **I M** | I can explain the experiences of immigrants in the United States. | Comprehension  Analysis | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | customs hardships immigrants’  19th and early 20th centuries. |
| Strand 1: American History  **Concept 9: Postwar United States**  (Note: Civil Rights leaders were introduced in Grade 1.) | **PO 1**. Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez)worked for and supported the rights and freedoms of others.  **I M** | I can identify how people supported the rights and freedom of others. | Knowledge  Comprehension | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | Susan B. Anthony  Jackie Robinson  Rosa Parks Martin Luther  King Jr.  César Chavez |
| Strand 1: American History  **Concept 10: Contemporary United States** | **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 Application  Analysis | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | resources newspapers magazines television Internet |
| Strand 1: American History  Concept 10: Contemporary United States | **PO 2.** Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **I M** | I can compare the current events to the past events using resources and class discussions. | Comprehension Application  Analysis | <http://bensguide.gpo.gov/35/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | current events and historical events |
| **Strand 4: Geography**  **Concept 1: Foundations of Government** | **­­­­­­­­­­­­­­PO 1**. Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.  **C** | I can talk about the different types of maps. | Knowledge  Comprehension | <http://www.lessonplanspage.com/SS23.htm>  <http://bensguide.gpo.gov/3-5/symbols/index.html> | political  physical  thematic  various |
| 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   **C** | I can explain the different  elements of maps | Knowledge  Comprehension | <http://www.lessonplanspage.com/SS23.htm>  <http://bensguide.gpo.gov/3-5/symbols/index.html> | political and physical maps  alpha-numeric grids  title  compass rose -cardinal and intermediate directions  symbols  legend  scale |
| 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.  **C** | 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.  **C** | 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.  **C** | 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)   **C** | 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, peninsula  Human: 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)   **C** | 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, peninsula  human:  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.  **C** | 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) | Physical  Human features  Greece  Canada  Spain  Map  globe |
| Strand 4: Geography  Concept 2: Places and Regions | **PO 2**. Describe how physical and human characteristics of places change from past to present.  **C** | 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) | Physical  characteristics |
| **Strand 4: Geography**  **Concept 4: Human Systems** | **PO 1.** Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft)  **C** | I can tell how transportation has changed over time. | Knowledge  Comprehension  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).  **C** | I can tell how communication has changed over time. | Knowledge  Comprehension  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).  **C** | I can identify the differences in a political unit and hierarchies. | Knowledge  Comprehension  Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | political units hierarchies community  continent |
| 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  **C** | I can explain the elements of a community or nation. | Knowledge  Comprehension  Analysis | <http://bensguide.gpo.gov/3-5/symbols/index.html>  <http://www.lessonplanspage.com/SS23.htm> | elements of culture community  nation  customs  beliefs |
| Strand 4: Geography  Concept 4: Human Systems | **PO 5**. Discuss that Ancient Civilizations have changed from past to present.  **C** | I can discuss how Ancient Civilization has changed over time. | Knowledge  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> | 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.  **C** | I can explain the activities about land use of an area. | Knowledge  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> | 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.  **C** | I can name the ways in which humans depends upon and impact the earth. | 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> | 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.  **C** | I can explain ways of protecting natural resources. | Comprehension  application | [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.  **C** | I can name the resources that are renewable, recyclable, and non-renewable. | Knowledge  Comprehension  application | [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.  **C** | I can explain the geographic concepts related to current events. | Comprehension  application | [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).  **C** | I can use geography skills to find solutions for local, state, or national problems. | Knowledge  comprehension  Application | [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 |