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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 3: Civics/Government**  **Concept 1: Foundations of Government** | | **PO 1**. Describe national symbols and monuments that represent American democracy and values:   1. Statue of Liberty 2. Ellis Island 3. Lincoln Memorial 4. the U. S. Capitol   **I M** | I can describe the national symbols and monuments of the  Statue of Liberty, Ellis Island, Lincoln Memorial, and US Capitol. | Knowledge Comprehension  Evaluation | <http://www.factmonster.com/world.htm>  [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | national symbols monuments American democracy  Statue of Liberty  Ellis Island  Lincoln Memorial  U. S. Capitol |
| Strand 3: Civics/ Government  Concept 1: Foundations of Government | | **PO 2.** Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.  **I M** | I can identify people of different backgrounds. | Knowledge Comprehension  Evaluation | <http://www.factmonster.com/world.htm>  [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | Principles  Goals  customs  traditions |
| Strand 3: Civics/ Government  Concept 1: Foundations of Government | | **PO 3***.* Describe how people in the community and state work together to achieve common goals.  **I M** | I can state how people in the communities reach their goals. | Knowledge Comprehension  Evaluation | <http://www.factmonster.com/world.htm>  [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | community  state  achieve  goals |
| Strand 3: Civics/ Government  Concept 1: Foundations of Government | | **PO 4**. Describe the significance of national holidays:   1. Presidents’ Day 2. Martin Luther King, Jr. Day 3. Veterans’ Day 4. Memorial Day 5. Constitution Day 6. Labor Day   **I M** | I can state the meaning of national holidays. | Knowledge Comprehension  Evaluation | <http://www.factmonster.com/world.htm>  [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | National holiday  Presidents’ Day  Martin Luther King, Jr. Day  Veterans’ Day  Memorial Day  Constitution Day  Labor Day |
| Strand 3: Civics/Government  **Concept 2: Structure of Government** | | **PO 1**. Discuss the three branches of state and national government:   1. Executive 2. Legislative 3. Judicial   **I M** | I can discuss the three branches of the state government. | Knowledge Comprehension | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | Branches  state & national government:  Executive  Legislative  Judicial |
| Strand 3: Civics/ Government  Concept 2: Structure of Government | | **PO 2**. Recognize that there are different levels of government (e.g., local, tribal, county, state, national).  **I M** | I can tell between the levels of government. | Knowledge  Comprehension | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | local  tribal  county  state  national |
| Strand 3: Civics/ Government  **Concept 3: Functions of Government** | | **PO 1**. Identify the basic concept of how laws are made (e.g., law, proposed, discussed, amended, voted on).  **I M** | I can see how laws are made. | Knowledge  Comprehension  Application | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | Law  Proposed  amended  voted on |
| Strand 3: Civics/ Government  **Concept 4: Rights, Responsibilities, and Roles of Citizenship** | | **PO 1**. Describe the rights and responsibilities of citizenship:   1. good sportsmanship 2. participation and cooperation 3. rules and consequences 4. voting   **I M** | I can describe the rights and responsibility of citizenship. | Knowledge  Comprehension  Application  Analysis | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | rights responsibilities citizenship  sportsmanship  participation cooperation  rules consequences  voting |
| Strand 3: Civics/ Government  Concept 4: Rights, Responsibilities, and Roles of Citizenship | | **PO 2**. Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).  **I M** | I can explain the ways I can help my community. | Knowledge  Comprehension  Application  Analysis | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html> | contributing community service projects cooperating volunteering |
| Strand 3: Civics/ Government  Concept 4: Rights, Responsibilities, and Roles of Citizenship | | **PO3**. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.  **I M** | I can identify the pillars of character. | Knowledge  Comprehension  Application  Analysis | [www.internet4classrooms.com/**3rd**SocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm)  <http://bensguide.gpo.gov/3-5/symbols/index.html>  [www.internet4classrooms.com/3rdSocSt.htm](http://www.internet4classrooms.com/3rdSocSt.htm) | traits of  character honesty courage cooperation respect  responsibility citizenship preservation democracy. |
| **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 |