

Semester 1 – 3 rd Grade		
Concept	Performance Objectives	Resources
Strand 1: American History Concept 1: Research Skills for History	PO1: <i>Use</i> timelines to identify the time sequence of historical data.	Textbook Pages Supplementary Resources
	PO2: <i>Recognize</i> how archaeological research adds to our understanding of the past.	
	PO3: <i>Use</i> 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.	
	PO4: <i>Retell</i> stories to describe past events, people and places.	

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Concept	Performance Objectives	Resources
Strand 1: American History Concept 3: Exploration and Colonization	PO1: Discuss technological advances (e.g., compass, astrolabe, printing press) that facilitated exploration of the New World.	Textbook Pages Supplementary Resources
	PO2: Recognize that European countries explored the New World for economic and political reasons	
	PO3: Discuss European explorers and their discoveries in the New World (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto).	
	PO4: Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	

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Concept	Performance Objective	Resources
Strand 1: American History Concept 6: Civil War and Reconstruction	<p>PO 1. Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.</p> <hr/> <p>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.</p>	Textbook Pages Supplementary Resources

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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	Textbook Pages Supplementary Resources
	PO 2. Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19 th and early 20 th centuries.	

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Concept	Performance Objective	Resources
<p>Strand 2: Concept 5 World History: Encounters and Exchange</p> <p>(Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.)</p>	<p>PO1: Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p>PO2: Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).</p> <p>Connect with: Strand 1 Concept 3</p>	

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Strand 3: Civics/Government Concept 1: Foundations of Government	PO1: Describe national symbols and monuments that represent American democracy and values: <ol style="list-style-type: none"> a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the U.S. Capitol 	Textbook Pages Supplementary Resources
	PO2: Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	
	PO 3. Describe how people in the community and state work together to achieve common goals.	
	PO4: Describe the significance of national holidays: <ol style="list-style-type: none"> a. <i>Presidents' Day</i> b. <i>Martin Luther King, Jr. Day</i> c. <i>Veterans' Day</i> d. <i>Memorial Day</i> e. <i>Constitutional Day</i> f. <i>Labor Day</i> 	

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Strand 3: Civics/Government Structure of Government Concept 2:	PO1: Identify the three branches of State and National Government. a. Executive b. Legislative c. Judicial	Textbook Pages Supplementary Resources
	PO2: Recognize that there are different levels of government (e.g. local, tribal, county, state, and national).	

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Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 3: Functions of Government	PO1: Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	Textbook Pages Supplementary Resources

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Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 4: Rights Responsibilities, and Roles of Citizenship	PO1: <i>Describe</i> the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting	Textbook Pages Supplementary Resources
	PO2: <i>Describe the importance of students contributing to the community (e.g. service projects, cooperating, volunteering).</i>	
	PO3: <i>Identify traits of character (e.g. honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy</i>	

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Concept	Performance Objective	Resources
Strand 4: Geography Concept 2: Places and Regions	PO1: Locate major physical and human features from the content studied (e.g. Greece, Canada, Spain, United States) on maps and globes.	Textbook Pages Supplementary Resources
	PO 2: Describe how physical and human characteristics of places change from past to present.	

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Semester 2 – 3rd Grade

Concept	Performance Objective	Resources
Strand 1: Concept 9 American History: Postwar United States (Note: Civil Rights leaders were introduced in Grade 1)	PO1: Recognize that individuals (e.g., Susan B. Anthony, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Cesar Chavez, Annie Wauneka) have supported the rights and freedoms of others.	Textbook Pages Supplementary Resources

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Concept	Performance Objective	Resources
<p align="center">Strand 1: Concept 10 American History: Contemporary United States</p>	<p>PO1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Textbook Pages Supplementary Resources</p>
	<p>PO2: 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).</p>	

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<p align="center">Strand 2: World History Concept 1: Research Skills for History</p>	<p>PO1: <i>Use</i> timelines to identify the time sequence of historical data.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p>PO2: <i>Recognize</i> how archaeological research adds to our understanding of the past.</p>	
	<p>PO3: <i>Use</i> 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.</p>	
	<p>PO4: <i>Retell</i> stories to describe past events, people and places.</p>	

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Strand 2: World History Concept 2: Early Civilizations	PO1: 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	Textbook Pages Supplementary Resources
	PO2: Discuss the contributions of teacher/philosophers (Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	
	PO3: 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.	
	PO4: Discuss the contributions of political and military leaders or Ancient Rome (e.g. Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	

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Concept	Performance Objective	Resources
Strand 2: World History Concept 9: Contemporary World	PO1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages Supplementary Resources

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<p align="center">Strand 4: Geography Concept 1: The World in Spatial Terms</p>	<p>PO1: <i>Discuss</i> that different types of maps (e.g., political, physical, thematic) serve various purposes).</p>	<p>Textbook Pages Supplementary Resources</p>
	<p>PO2: <i>Interpret</i> political and physical maps using the following elements: a. alpha-numeric grids b. title c. compass rose – cardinal and intermediate directions d. symbols e. legend f. scale</p>	
	<p>PO3: <i>Construct</i> a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend.</p>	
	<p>PO4: <i>Construct</i> maps using symbols to represent human and physical features.</p>	
	<p>PO5: <i>Construct</i> charts, and graphs to display geographic information.</p>	

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	<p>PO6: <i>Recognize</i> characteristics of human and physical features:</p> <p>a. <i>physical</i> - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula</p> <p>b. <i>human</i> - Equator, Northern and Southern Hemispheres, North and South Poles, city.</p>	
	<p>PO7: <i>Locate</i> physical and human features using maps, illustrations, images or globes</p> <p>a. <i>physical</i> – seven continents, four oceans, river, lake, mountain range, coast sea, desert, gulf, bay, strait, peninsula</p> <p>b. <i>human</i> – Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads</p>	

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<p>Strand 4: Geography Concept 3: Physical Systems</p> <p>Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</p> <p>These concepts are reinforced in Social Studies classes, but assessed through Science.</p>	<p>Connect with: Science Strand 3 Concept 1 Describe major factors that impact human populations and the environment.</p> <p>Science Strand 4 Concept 3 Explain the relationships among plants and animals in different environments.</p> <p>Science Strand 4 Concept 4 Describe ways species adapt to environments and what happens if they cannot adapt.</p> <p>Science Strand 6 Concept 1 Identify the basic properties of earth materials (rocks, fossils, layers of the earth).</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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Concept	Performance Objective	Resources
Strand 4: Geography Concept 4: Human Systems	PO1: Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).	Textbook Pages Supplementary Resources
	PO2: Describe changes over time in communication networks (e.g. telegraph, telephone, postal, internet).	
	PO3: Recognize there are differences in political units and hierarchies (e.g., community, city, county, state, country, continent).	
	PO4: Describe the cultural elements of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.	
	PO 5 Discuss that Ancient Civilizations have changed from past to present.	
	PO6: Discuss <i>the major economic activities and land use patterns (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.</i>	

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<p align="center">Strand 4: Geography Concept 5: Environment and Society</p>	<p>PO1: <i>Identify</i> ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) <i>in which humans depend upon, adapt to, and impact the earth</i></p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p>PO2: Describe ways of protecting natural resources.</p>	
	<p>PO3: Identify resources that are renewable, recyclable, and non-renewable.</p>	

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Strand 4: Geography Concept 6: Geographic Applications	PO1: <i>Discuss</i> geographic concepts related to current events	Textbook Pages Supplementary Resources
	PO2: <i>Use</i> 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).	

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Strand 5: Economics Concept 1: Foundations of Economics	PO1: Identify how scarcity requires people to make choices due to their unlimited wants and needs.	Textbook Pages Supplementary Resources
	PO2: Identify opportunity costs in personal decision-making situations.	
	PO3: Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government	
	PO4: Give examples of trade in the local community (e.g., farmers supply the grocer).	
	PO5: Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.	
	Connect with: Strand 1 Concept 6 Strand 4 Concept 4	

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	PO6: Discuss how producers use natural, human, and capital resources to create goods and services.	
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Strand 5: Economics Concept 2: Microeconomics	PO1: Discuss different ways individuals can earn money.	Textbook Pages Supplementary Resources

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Strand 5: Economics Concept 5: Personal Finance	PO1: Discuss costs and benefits of personal spending and saving choices.	Textbook Pages Supplementary Resources

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