

| 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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| 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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| <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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July 2008
Page 6 of 1

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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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| 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: <ul style="list-style-type: none"> 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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| 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

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| <p align="center">Strand 1: Concept 9 American History: Postwar United States</p> <p align="center">(Note: Civil Rights leaders were introduced in Grade 1)</p> | <p>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.</p> | <p>Textbook Pages</p> <p>Supplementary Resources</p> |

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| Strand 1: Concept 10 American History: Contemporary United States | PO1: Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). | Textbook Pages Supplementary Resources |
| | 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). | |

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| Strand 2: World 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. | |
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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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July 2008
Page 14 of 1

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| 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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| <p align="center">Strand 4: Geography Concept 4: Human Systems</p> | <p>PO1: Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).</p> | <p>Textbook Pages Supplementary Resources</p> |
| | <p>PO2: Describe changes over time in communication networks (e.g. telegraph, telephone, postal, internet).</p> | |
| | <p>PO3: Recognize there are differences in political units and hierarchies (e.g., community, city, county, state, country, continent).</p> | |
| | <p>PO4: Describe the cultural elements of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p> | |
| | <p>PO 5 Discuss that Ancient Civilizations have changed from past to present.</p> | |
| | <p>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></p> | |

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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 geographic concepts related to current events</i> | Textbook Pages |
| | PO2: <i>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> | Supplementary 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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