

US History:

3.US.1.1 Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.

- I can describe the food of early settlers. (3.US.1.1)
- I can describe the shelter of early settlers. (3.US.1.1)
- I can describe the religion of early settlers. (3.US.1.1)
- I can describe the work of early settlers (men and women). (3.US.1.1)
- I can describe the clothing of early settlers. (3.US.1.1)
- I can describe the children's activities of early settlers. (3.US.1.1)
- I can describe the food of Native American tribes. (3.US.1.1)
- I can describe the shelter of Native American tribes. (3.US.1.1)
- I can describe the religion of Native American tribes. (3.US.1.1)
- I can describe the work of Native American tribes. (3.US.1.1)
- I can describe the clothing of Native American tribes. (3.US.1.1)
- I can describe the children's activities of Native American tribes. (3.US.1.1)
- I can describe the problems that the early settlers faced. (3.US.1.1)
- I can describe the successes that the early settlers experienced. (3.US.1.1)
- I can describe the problems that the Native American tribes faced. (3.US.1.1)
- I can describe the successes that the Native American tribes experienced. (3.US.1.1)

3.US.2.1 Students are able to describe characteristics of a community.

- I can define what a community is. (3.US.2.1)
- I can identify different types of communities (school / home / town) (3.US.2.1)
- I can describe how people in a community live. (3.US.2.1)
- I can describe how people in a community work. (3.US.2.1)
- I can describe how people in a community play. (3.US.2.1)
- I can describe the rules of a community. (3.US.2.1)
- I can describe the laws of a community. (3.US.2.1)

3.US.2.2 Students are able to identify a community's culture and history.

- I can describe a community's culture. (3.US.2.2)
- I can describe a community's history. (3.US.2.2)
- I can describe the people who founded a community. (3.US.2.2)

World History:

3.W.1.1 Students are able to identify events as past or present.

- I can tell if an event happened in the past or the present. (3.W.1.1)

3.W.2.1 Students are able to list the reasons why people immigrate.

- I can tell what the word immigrate means. (3.W.2.1)
- I can tell why people immigrate. (3.W.2.1)

3.G.1.1 Students are able to identify and use map components.

- I can tell what symbols on a map key represent. (3.G.1.1)
- I can use the symbols on a map key to find places on a map. (3.G.1.1)
- I can find the compass rose on a map. (3.G.1.1)
- I can use a compass rose to find places on a map. (3.G.1.1)
- I can find roads on a map. (3.G.1.1)
- I can find routes on a map. (3.G.1.1)
- I can measure distances on a map using the map scale. (3.G.1.1)
- I can create a map (with title, map key, compass rose, and boundaries). (3.G.1.1)

3.G.1.2 Students are able to identify locations in a community by using grid systems.

- I can find places on a map by using a grid. (3.G.1.2)

3.G.1.3 Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.

- I can find the Appalachian Mountain Range. (3.G.1.3)
- I can find the Cascade Mountain Range. (3.G.1.3)
- I can find the Pacific Coastal Mountain Range. (3.G.1.3)
- I can find the Rocky Mountain Range. (3.G.1.3)
- I can find the Sierra Nevada Mountain Range. (3.G.1.3)
- I can find North America. (3.G.1.3)
- I can find South America. (3.G.1.3)
- I can find Africa. (3.G.1.3)
- I can find Asia. (3.G.1.3)
- I can find Antarctica. (3.G.1.3)
- I can find Europe. (3.G.1.3)
- I can find Australia. (3.G.1.3)
- I can find the Atlantic Ocean. (3.G.1.3)
- I can find the Pacific Ocean. (3.G.1.3)
- I can find the Indian Ocean. (3.G.1.3)
- I can find the Arctic Ocean. (3.G.1.3)

- I can mountains. (3.G.1.3)
- I can find deserts. (3.G.1.3)
- I can find major rivers. (3.G.1.3)
- I can find the Great Lakes. (3.G.1.3)
- I can find the Great Salt Lake. (3.G.1.3)
- I can find the Gulf of Mexico. (3.G.1.3)
- I can find state boundaries on a map. (3.G.1.3)
- I can find state boundaries on a globe. (3.G.1.3)
- I can find national boundaries on a map. (3.G.1.3)
- I can find national boundaries on a globe. (3.G.1.3)

3.G.2.1 Students are able to identify reasons people move and how it affects their communities.

- I can tell why people move away from a community. (3.G.2.1)
 - Affects – interstate exits / Gold Rush / businesses closing / schools closing / drought / train route / jobs /
- I can tell what happens when people move away from a community. (3.G.2.1)

Civics / Government:

3.C.1.1 Students are able to explain human relationships and roles in a community.

- I can describe how people in a community work together (paying taxes / following laws / volunteering). (3.C.1.1)
- I can describe how students in a classroom work together (following rules / cooperation / character education). (3.C.1.1)

3.C.1.2 Students are able to recognize government agencies and their roles in a community.

- I can tell who the mayor is. (3.C.1.2)
- I can tell what a mayor does. (3.C.1.2)
- I can tell that a city council helps make rules for the city. (3.C.1.2)
- I can tell that a school board helps make rules for the school. (3.C.1.2)
- I can tell what police officers do. (3.C.1.2)
- I can tell what local and state legislators do. (3.C.1.2)

3.C.1.3 Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.

- I can tell what the Constitution says. (3.C.1.3)
- I can tell what the Declaration of Independence says. (3.C.1.3)

3.C.1.4 Students are able to explain why communities have rules and laws.

- I can make a list of rules and/or laws in a community. (3.C.1.4)
- I can explain why a community has rules and/or laws. (3.C.1.4)
- I can explain how rules and/or laws are made. (3.C.1.4)
- I can explain how rules and/or laws are enforced. (3.C.1.4)
- I can explain how rules and/or laws affect people in a community. (3.C.1.4)
- I can resolve conflict. (3.C.1.4)

3.C.2.1 Students are able to identify the rights and responsibilities of citizenship in students' own communities.

- I can tell the rights of a citizen of a community. (3.C.2.1)
- I can tell the responsibilities of a citizen of a community. (3.C.2.1)
- I can tell why a person becomes a citizen. (3.C.2.1)

3.E.1.1 Students are able to explain ways producers use resources to produce goods and services.

- I can tell what a producer is. (3.E.1.1)
- I can give examples of resources (human resources / natural resources). (3.E.1.1)
- I can describe how producers use resources to make goods. (3.E.1.1)
- I can describe how producers use resources to provide services (ex - restaurants). (3.E.1.1)

3.E.1.2 Students are able to identify goods and services available in the students' communities.

- I can tell the difference between a good and a service. (3.E.1.2)
- I can give examples of goods in a community. (3.E.1.2)
- I can give examples of services in a community. (3.E.1.2)

3.E.1.3 Students are able to identify the relationships between taxation and government service.

- I can tell what a tax is. (3.E.1.3)
 - I can list different types of taxes people pay (city / state / federal).
- I can tell what services the government provides with tax money (education / health care / law enforcement / road maintenance). (3.E.1.3)
 - I can explain how supply and demand affects the cost of goods (gas / toys).