

Week	Title	Standards Covered
Unit 1: Ancient Civilizations in Asia		
1	Development of Early Civilizations	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.A The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations.</p>
2	The Geography of Ancient Asia	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.</p>
3	Ancient India	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p>

Week	Title	Standards Covered
4	Foundations of Ancient China	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p>
5	Chinese Dynasties	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p>
Unit 2: Ancient Civilizations in the Middle East and Northern Africa		
6	Geography of the Ancient Middle East and Northern Africa	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.</p>

Week	Title	Standards Covered
7	Babylonia	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p>
8	Persia	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p>
9	Foundations of Ancient Egypt	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

Week	Title	Standards Covered
		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.3.C The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus.</p>
10	Life in Ancient Egypt	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p> <p>3.SS.3.C The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus.</p> <p>3.SS.3.D The student explains the major historical events, cultural features, and stories of the ancient Hebrews.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p>
Unit 3: Ancient Greece		
11	Foundations of Ancient Greece	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

Week	Title	Standards Covered
		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p>
12	Culture and Society of Ancient Greece	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology.</p> <p>3.SS.4.B The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae.</p> <p>3.SS.4.C The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices.</p> <p>3.SS.4.D The student explains the causes, warfare, and effects of the Peloponnesian War.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p>
13	The Hellenistic Period	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

Week	Title	Standards Covered
		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.E The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period.</p>
Unit 4: The Roman Republic		
14	The Founding of Rome	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.F The student explains the stories and events surrounding the founding of Rome and the Roman Republic.</p>
15	Culture and Technology in the Roman Republic	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p>

Week	Title	Standards Covered
		<p>3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology.</p> <p>3.SS.4.G The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices.</p> <p>3.SS.4.H The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus.</p>
16	The Government and Economy of the Roman Republic	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.G The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices.</p> <p>3.SS.4.H The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p>
Unit 5: Geography of the United States		
17	Physical Characteristics of the United States	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc.

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		<p>3.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>3.SS.2.A The student locates on a map and describes the features of America’s physical geography, including: ocean coastlines, Gulf of Mexico, Hudson River, Appalachian Mountains, Ohio River, Great Lakes, Niagara Falls, Mississippi River, local geography</p>
18	Human Characteristics of the United States	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>3.SS.2.B The student locates on a map all fifty states in America.</p> <p>3.SS.2.C The student locates on a map the major regions of the United States, including: New England, The East Coast, The Great Lakes, The Great Plains, The Mid-Atlantic, The Midwest, The Pacific Northwest, The South, The Southwest, The West Coast, Alaska, Hawaii</p> <p>3.SS.2.D The student locates New York City and Philadelphia on a map and spells their names correctly.</p> <p>3.SS.2.E The student locates Washington, D.C. on a map and identifies it as our nation’s capital.</p>
19	Human and Physical Characteristics of South Dakota	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc.

Week	Title	Standards Covered
		<p>3.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>3.SS.2.F The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.</p> <p>3.SS.2.G The student locates on a map the major reservations in South Dakota.</p> <p>3.SS.2.H The student locates on a map the following geographic features of South Dakota: Black Hills, Badlands, Bear Butte, Spearfish Canyon, Black Elk Peak, Missouri River, James River, Big Sioux River</p>
Unit 6: Life in the Americas and European Exploration		
20	Life in North America	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p>3.SS.5.A The student describes the Ancestral Pueblo and Hopewell civilizations.</p>
21	Native American Tribes of South Dakota	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p>

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		<p>3.SS.5.B The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa.</p> <p>3.SS.5.C The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations.</p>
22	The Age of Exploration	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.5.E The student explains the various European motivations for exploration.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.A The student explains the origin of the name “America.”</p> <p>3.SS.6.B The student describes the travels and discoveries of other explorers in the future United States, including Ponce de Leon, Samuel de Champlain, and Henry Hudson.</p>
23	The Life of Christopher Columbus	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.1.D The student can investigate a historical figure through writing an informative paragraph.</p>

Week	Title	Standards Covered
		<p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p>3.SS.5.G The student tells the biography of Christopher Columbus, including:</p> <ul style="list-style-type: none"> • his theories about a faster western route to Asia • his four voyages • his death in poverty and humiliation <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p>
24	Effects of the Age of Exploration	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.C The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.A The student explains the Triangle Trade.</p> <p>3.SS.7.B The student describes life on a slave ship in the Middle Passage.</p>
Unit 7: Colonization		
25	European Colonization of North America	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

Week	Title	Standards Covered
		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.5.D The student locates Jamestown, Plymouth, and Boston on a map.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p>
26	Jamestown	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.6.E The student tells the story of the founding of Jamestown, including:</p> <ul style="list-style-type: none"> ● the stories of John Smith, Matoaka (Pocahontas), and John Rolfe ● the Starving Time ● the cultivation of tobacco ● the arrival of Africans from a Dutch slave ship captured by the English <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p>

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27	Plymouth	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.6.F The student tells the story of the founding of Plymouth and Massachusetts Bay, including:</p> <ul style="list-style-type: none"> ● the stories of William Bradford and John Winthrop ● the backgrounds and motivations of the Mayflower passengers ● the Mayflower Compact ● the assistance of the Wampanoag ● the first Thanksgiving ● the meaning of John Winthrop’s “city upon a hill” <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p>
28	The British Colonies in North America	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.6.G The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia.</p>

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		<p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p>
29	Life in the Thirteen British Colonies	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.A The student explains the Triangle Trade.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.D The student explains the status and effects of each of the following in colonial society, and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom.</p>
30	Conflicts and Compromise in North America	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

Week	Title	Standards Covered
		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p>
31	Political Ideas in the Colonies	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.E The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing.</p> <p>3.SS.7.F The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists.</p> <p>3.SS.7.G The student explains the rule of law, as asserted in the Magna Carta, compared to the rule of man, and its influence on leading colonists.</p> <p>3.SS.7.H The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity.</p>
32	The French and Indian War	<p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p>

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		<p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> ● decade ● century ● millennium ● 1700s, 1800s, etc. ● 1492, 1776, etc. <p>3.SS.1.B As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics.</p> <p>3.SS.1.D The student can investigate a historical figure through writing an informative paragraph.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.H The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity.</p>