

**HISTORY/SOCIAL SCIENCE  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 3**



**STANDARD****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

- HS-H1 The student will recognize that history describes events and people of other times and places by**
- a) **identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;**
  - b) **identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>History relates events that have already happened.</p> <p>History teaches us about the interesting lives of people long ago.</p> <p>We celebrate holidays to remember people and events of long ago.</p>	<p>What can we learn about people and events from long ago?</p> <p>Who are the people that we remember on these holidays?</p> <p>Why do we celebrate these holidays?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• long ago, past, present</li> <li>• real, make-believe</li> <li>• history: Events that have already happened</li> </ul> <p><b>People to know</b></p> <ul style="list-style-type: none"> <li>• Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.</li> <li>• Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians.</li> <li>• George Washington: He was the first president of the United States and is often called the “Father of Our Country.”</li> <li>• Betsy Ross: She is believed to have sewn one of the first flags for our country.</li> <li>• Abraham Lincoln: He was a United States president and is often called “Honest Abe.”</li> </ul>	<p>Use information from print and non-print sources.</p> <p>Separate fact from fiction.</p> <p>Identify primary ideas expressed in data.</p> <p>Use a calendar.</p>

**STANDARD (continued)****REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

- HS-H1** The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; President’s Day; and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Holidays to know</b></p> <ul style="list-style-type: none"> <li>• Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.</li> <li>• Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.</li> <li>• Presidents’ Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.</li> </ul> <p>Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed in July.</p>	

**STANDARD**

**REPORTING CATEGORY: HISTORY**

**HISTORY AND SOCIAL STUDIES**

**HS-H2 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>Past, present, and future times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a timeline.</p>	<p>How have schools changed over time?</p> <p>How have communities changed over time?</p> <p>How has transportation changed over time?</p> <p>How has family life changed over time?</p> <p>What does a timeline show about the past and present?</p> <p>How might a community change in the future?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• community: A place where people live, work, and play</li> <li>• change: Something that happens to make things different</li> <li>• family: A group of people who care for one another</li> <li>• past: Things that have already happened</li> <li>• present: Things that are happening right now</li> <li>• future: Things that may happen someday</li> </ul> <p>Timelines show the sequence of events occurring in the past, present, and future.</p> <table border="1" data-bbox="1010 695 1646 1365"> <thead> <tr> <th></th> <th>PAST</th> <th>PRESENT</th> <th>FUTURE</th> </tr> </thead> <tbody> <tr> <th>Schools</th> <td>Small one-room buildings</td> <td>Large buildings with many rooms</td> <td>Virtual schools online</td> </tr> <tr> <th>Communities</th> <td>Smaller than today, fewer people</td> <td>Larger than in past, more people</td> <td>Larger than at present, virtual communities online</td> </tr> <tr> <th>Transportation</th> <td>Walking, riding on horses, riding in wagons</td> <td>Riding in cars, buses, airplanes, trains, and space shuttles</td> <td>Riding in electric and solar cars</td> </tr> <tr> <th>Family Life</th> <td>Handmade clothes, homemade games, family vegetable gardens</td> <td>Store-bought clothes, electronic games, microwaveable food</td> <td>Custom clothes, virtual games online</td> </tr> </tbody> </table>		PAST	PRESENT	FUTURE	Schools	Small one-room buildings	Large buildings with many rooms	Virtual schools online	Communities	Smaller than today, fewer people	Larger than in past, more people	Larger than at present, virtual communities online	Transportation	Walking, riding on horses, riding in wagons	Riding in cars, buses, airplanes, trains, and space shuttles	Riding in electric and solar cars	Family Life	Handmade clothes, homemade games, family vegetable gardens	Store-bought clothes, electronic games, microwaveable food	Custom clothes, virtual games online	<p>Gather and classify information.</p> <p>Interpret concepts expressed by pictures.</p> <p>Use timelines.</p> <p>Sequence events in chronological order.</p>
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**STANDARD****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H3** The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Important deeds were accomplished by people who became American leaders.</p>	<p>What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• contribution: The act of giving or doing something</li> </ul> <p><b>People to know</b></p> <ul style="list-style-type: none"> <li>• George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first president of the United States. He is known as the “Father of Our Country.”</li> <li>• Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.</li> <li>• Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a president of the United States. He was known as “Honest Abe.”</li> <li>• George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.</li> </ul> <p>Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.</p>	<p>Use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p>

**STANDARD****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H4** The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Major holidays are celebrated to remember certain important leaders and events of the past.</p>	<p>Why do people celebrate holidays?</p> <p>Who are the people most associated with these holidays?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• holiday: A day on which something or someone is honored or remembered</li></ul> <p><b>Holidays to know</b></p> <ul style="list-style-type: none"><li>• Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.</li><li>• Presidents' Day: This is a day to remember all United States presidents, especially George Washington and Abraham Lincoln. It is observed in February.</li><li>• Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July.</li></ul>	<p>Collect, organize, and record information.</p> <p>Use a calendar.</p>

**STANDARD****REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

**HS-H5 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>												
<p>Ancient people made contributions that affect the present world.</p>	<p>What contributions did the people of ancient China and Egypt make to the development of written language?</p> <p>What inventions came from ancient China and Egypt?</p> <p>What examples of architecture from ancient China and Egypt still exist today?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• ancient: Long, long ago</li> <li>• architecture: The design of buildings</li> <li>• contribution: The act of giving or doing something</li> </ul> <p><b>Contributions of ancient China and Egypt</b></p> <table border="1" data-bbox="1066 716 1549 1062"> <thead> <tr> <th></th> <th><b>China</b></th> <th><b>Egypt</b></th> </tr> </thead> <tbody> <tr> <td><b>Written language</b></td> <td>Characters, symbols</td> <td>Hieroglyphics</td> </tr> <tr> <td><b>Inventions</b></td> <td>Kite, silk cloth, compass, fireworks</td> <td>Paper made from papyrus, 365-day calendar, clock</td> </tr> <tr> <td><b>Architecture</b></td> <td>Great Wall</td> <td>Pyramids</td> </tr> </tbody> </table> <p>Many inventions of ancient China and Egypt are still used today.</p>		<b>China</b>	<b>Egypt</b>	<b>Written language</b>	Characters, symbols	Hieroglyphics	<b>Inventions</b>	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock	<b>Architecture</b>	Great Wall	Pyramids	<p>Locate and use information from print and nonprint sources.</p> <p>Gather, classify, and interpret information.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p>
	<b>China</b>	<b>Egypt</b>													
<b>Written language</b>	Characters, symbols	Hieroglyphics													
<b>Inventions</b>	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock													
<b>Architecture</b>	Great Wall	Pyramids													

**STANDARD****REPORTING CATEGORY: GEOGRAPHY****HISTORY AND SOCIAL STUDIES****HS-G1** The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the shapes of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p>The United States and Virginia can be identified by their shapes on maps and globes.</p> <p>The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</p>	<p>How are land, water, cities, and roads shown on a map?</p> <p>What are the cardinal directions?</p> <p>Where is the United States located on a globe?</p> <p>Where is the United States located on a world map?</p> <p>Where is Virginia located on a United States map?</p> <p>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• map: A drawing that shows what places look like from above and where they are located</li> <li>• globe: A round model of the Earth</li> <li>• symbol: A picture or thing that stands for something else</li> <li>• cardinal directions: The directions of north, east, south, and west</li> </ul> <p><b>Map symbols to know how to identify</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Water</li> <li>• Cities</li> <li>• Roads</li> </ul> <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p>	<p>Identify and use cardinal directions.</p> <p>Locate areas on maps.</p> <p>Interpret simple maps and globes.</p> <p>Use maps of familiar objects or areas.</p> <p>Differentiate colored symbols on maps and globes.</p>



**STANDARD****REPORTING CATEGORY: GEOGRAPHY****HISTORY AND SOCIAL STUDIES**

**HS-G2** The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography includes the study of locations, climate, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p>	<p>How does location affect the way people live?</p> <p>How does climate affect the way people live?</p> <p>How do physical surroundings affect the way people live?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• location: Where people live</li> <li>• climate: The kinds of weather an area has over a long period of time</li> <li>• physical surroundings: Land and bodies of water</li> <li>• season: Any one of the four phases of the year: spring, summer, fall, or winter</li> </ul> <p>Location, climate, and physical surroundings affect the way people in a community meet their basic needs. This includes the</p> <ul style="list-style-type: none"> <li>• foods they eat</li> <li>• clothing they wear</li> <li>• kinds of houses they build.</li> </ul> <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p>	<p>Identify primary ideas expressed in graphic data.</p> <p>Use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p> <p>Use and explain simple charts.</p>

**STANDARD****REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES****HS-G3** The student will develop map skills by

- a) locating the United States, China, and Egypt on world maps;
- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People relate to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are the United States, China, and Egypt located on a world map?</p> <p>Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?</p> <p>How did the environment affect the culture of ancient Egypt and China?</p> <p>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Lakota, and Pueblo people relate to their environments?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• climate: The kind of weather an area has over a long period of time</li> <li>• land: The solid surface of the Earth</li> <li>• environment: Surroundings</li> </ul> <p>China is located in Asia. Egypt is located in Africa. The United States is located in North America.</p>	<p>Locate regions on maps and globes.</p> <p>Locate and use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD (continued)**

**REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

**HS-G3** The student will develop map skills by

- a) locating the United States, China, and Egypt on world maps;
- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills
			Climate	Land	
		China	Seasons	Forests, hills, mountains, deserts	
		Egypt	Hot, dry	Nile River Valley, deserts, flooding	
		Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland	
		Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills	
		Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands	

**STANDARD****REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES**

**HS-EI** The student will match simple descriptions of work that people do with the names of those jobs.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
People work at many jobs.	What are examples of jobs?	<b>Examples of jobs</b> <ul style="list-style-type: none"><li>• Doctors are people who take care of other people when they are sick.</li><li>• Builders are people who build houses and other buildings.</li><li>• Teachers are people who help students learn.</li><li>• Cooks are people who prepare meals.</li><li>• Farmers are people who grow crops and raise animals.</li><li>• Firefighters are people who put out fires.</li></ul>	Gather and classify information.  Use and explain simple charts.

**STANDARD****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES****HS-E2 The student will****b) explain that people work to earn money to buy the things they want.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>People cannot have everything they want.</p> <p>People have to make choices about things they want.</p> <p>People work to earn money and use it to buy the things they want.</p>	<p>Why do people have to make choices?</p> <p>How do people earn money to buy the things they want?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• choice: Choosing among two or more things</li> <li>• wants: Things people would like to have               <ul style="list-style-type: none"> <li>– Includes the basic needs—food, clothing, and shelter.</li> </ul> </li> <li>• money: What people use to buy the things they want. Paper bills and coins are examples of money.</li> </ul> <p>When people cannot have everything they want, they must choose something and give up something else.</p>	<p>Gather and classify information.</p> <p>Explain simple charts.</p>

**STANDARD****REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES****HS-E3 The student will explain that people make choices because they cannot have everything they want.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
People make choices because they cannot have everything they want.	What happens when people cannot have everything they want?	People cannot have all the goods and services they want.  They must choose some things and give up others..	Make decisions based on information.  Explain cause-and-effect relationships.

**STANDARD****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

**HS-E4** The student will recognize that people save money for the future to purchase goods and services.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>People can choose to spend or save money.</p> <p>To save money, people give up spending now in order to buy goods and services in the future.</p>	<p>What is saving?</p> <p>Why do people save money?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• money: Paper bills and coins used to pay for goods and services</li><li>• savings: Money not spent now so it can be spent in the future</li></ul> <p>People save to buy something later when they have enough money.</p>	<p>Make decisions based on information.</p>

**STANDARD****REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

**HS-E5** The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
People acquire goods and services through barter or through the exchange of money.	What is the difference between using barter and using money in exchange for goods and services?	<b>Terms to know</b> <ul style="list-style-type: none"><li>• barter: The exchange of goods and services without the use of money</li><li>money: Coins, paper bills, and checks used in exchange for goods and services</li></ul>	<b>Terms to know</b> <ul style="list-style-type: none"><li>• barter: The exchange of goods and services without the use of money</li><li>money: Coins, paper bills, and checks used in exchange for goods and services</li></ul>



**STANDARD****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES**

**HS-C1 The student will apply the traits of a good citizen by  
f) participating in classroom decision making through voting.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Good citizens help make decisions in their classrooms by voting when the chance is provided.	Why do people vote?	<b>Reasons for voting</b> <ul style="list-style-type: none"><li>• To voice your self-interest</li><li>• To take part in the process</li></ul>	Make decisions based on information.  Differentiate between points of view held by self and others.  Participate in groups and democratic society.  Follow oral and written directions..

**STANDARD****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES**

**HS-C2 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by**

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has patriotic symbols and traditions.</p> <p>Patriotic symbols and traditions honor the people and the history of the United States.</p>	<p>What are some patriotic symbols and traditions of the United States?</p> <p>How do citizens demonstrate respect for the American flag and the United States?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• symbol: A picture or thing that stands for something else</li> <li>• tradition: A custom or belief that happens over a long period of time</li> <li>• patriotic: Showing respect for and love of country</li> <li>• American flag: A flag representing the United States</li> </ul> <p><b>Patriotic symbols of the United States</b></p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• bald eagle</li> <li>• Washington Monument</li> <li>• Statue of Liberty</li> </ul> <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	<p>Identify and explain symbols.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES****HS-C3 The student will recognize that communities in Virginia**

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities in Virginia have local governments.</p> <p>Volunteers help communities.</p> <p>Communities in Virginia include people with different ethnic origins, customs, and traditions.</p> <p>Most Virginians contribute to their communities and are united as Americans by common principles.</p>	<p>Why are local governments important?</p> <p>Why do communities need volunteers?</p> <p>How do Virginians of different ethnic origins, customs, and traditions share common principles?</p> <p>What common principles unite Virginians as Americans?</p>	<p>Communities in Virginia have local governments that</p> <ul style="list-style-type: none"> <li>• are elected by the people</li> <li>• try to make the community a better place to live and work.</li> </ul> <p>Volunteers work to make communities better.</p> <p>Communities in Virginia include people of many ethnic origins who come from different places around the world.</p> <p>Most Virginians make valuable contributions to their communities.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as</p> <ul style="list-style-type: none"> <li>• celebrating Independence Day (Fourth of July)</li> <li>• pledging allegiance to the flag</li> <li>• voting in elections.</li> </ul>	<p>Interpret ideas and events expressed in the media.</p> <p>Draw conclusions and make generalizations of data.</p> <p>Gather, classify, and interpret information.</p>

**STANDARD****REPORTING CATEGORY: CIVICS****HISTORY AND SOCIAL STUDIES**

**HS-C4** The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals in the past have worked successfully to improve the lives of other Americans in the United States.</p>	<p>How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., help to improve the lives other Americans?</p>	<p><b>Famous Americans and their contributions</b></p> <ul style="list-style-type: none"> <li>• George Washington: He led the fight for freedom from England and helped establish a new country.</li> <li>• Abraham Lincoln: He was the President of the United States who helped to free African American slaves.</li> <li>• Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote.</li> <li>• Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf.</li> <li>• Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.</li> <li>• Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.</li> </ul>	<p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p> <p>Compare and contrast different personalities and behaviors.</p> <p>Explain cause-and-effect relationships.</p>

**HS-C5 The student will understand that the people of Virginia**

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia cities and counties have elected state and local government officials.</p> <p>The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</p> <p>The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.</p>	<p>How are state and local government officials elected?</p> <p>How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p>Voters in Virginia elect officials to make decisions for them in the state and local governments.</p> <p>The people living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <ul style="list-style-type: none"> <li>• People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</li> </ul>	<p>Compare and contrast differing sets of ideas.</p> <p>Make generalizations of data.</p> <p>Gather and classify information.</p>