

Florida Standards

Social Studies

with revised Civics & Holocaust Ed (AD2021/IMPL 2023)

Grade: 3

Adopted 2014

Strand	FL.SS.3.A.	American History
Standard	SS.3.A.1.	Historical Inquiry and Analysis
Benchmark	SS.3.A.1.1.	Analyze primary and secondary sources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1 Project: Our Town in the Past. p. 71-74 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: A: What traditions did families bring with them when they moved? p.57-58 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: B: What was family life like in the past? p.59-61 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: C: What was school like in the past? p.62-64 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: D: Using Primary Sources p. 64-67 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: Closure p.68 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: C: Comparing Primary and Secondary Sources p.217-219 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: D: Identifying Point of View p. 257 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: E: Why were Africans forced to go to the colonies p. 302 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: B: Reading the Preamble: Primary Source Analysis p. 307-308 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191 Grade 3 Student Book: Chapter 1: Lesson 3: Life in the Past D: Using Primary Sources p. 44-45 Grade 3 Student Book: Chapter 2: Lesson 1: A: How has our population changed in 100 years? p. 49 Grade 3 Student Book: Chapter 2: Lesson 1: C: How has town life changed over time p. 53 Grade 3 Student Book: Chapter 2: Lesson 2: A: How do citizens choose leaders? p. 57 Grade 3 Student Book: Chapter 2: Lesson 4: A: Why do we need to make choices? p. 76 Grade 3 Student Book: Chapter 3: Lesson 2: A: How did American Indians live in our area? p. 95 Grade 3 Student Book: Chapter 3: Lesson 2: B: Why did Europeans explore and settle our area? p. 97 Grade 3 Student Book: Chapter 3: Lesson 3: A: What traditions did families bring with them when they moved? Grade 3 Student Book: Chapter 3: Lesson 3: B: What was family life like in the past? Grade 3 Student Book: Chapter 3: Lesson 3: C: What was school like in the past? Grade 3 Student Book: Chapter 3: Lesson 3: D: Using Primary Sources Grade 3 Student Book: Chapter 4: Lesson 1: C: Comparing Primary and Secondary Sources p.130-131 Grade 3 Student Book: Chapter 5: Lesson 2: B: Reading the Preamble: Primary Source Analysis p. 190-191 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3: Chapter 1: Lesson 3: 1d Grade 3: Chapter 1: Review Grade 3 Handout: Chapter 3 Review-Part 4 p. 48

		Grade 3 Handout: Chapter 3 Letter Home p. 35 Grade 3 Handout: 3a Geography of our State-Chapter 3: Lesson 1: Closure. p. 36 Grade 3 Handout: 3b American Indian Cultural Regions- Chapter 3: Lesson 2: Section A. p. 37 Grade 3 Handout: 3e Natural Resources in the United States-Chapter 3: Lesson 3: Section b: p. 40-41 Grade 3 Handout: 3f Household items: Chapter 3: Lesson 3: closure p. 42 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3: Group Activity Card: Primary Sources Grade 3: Group Activity Card: American Indians (Skokomish) Grade 3: Group Activity Card: American Indians (Utes) Grade 3: Group Activity Card: American Indian (Paiutes) Grade 3: Group Activity Card: American Indian (Klamath) Grade 3: Group Activity Card: American Indian (Mono) Grade 3: Group Activity Card: American Indian (Hupa) Grade 3: Group Activity Card: Important Americans and Events <u>NYSTROM YOUNG CITIZENS LSRs:</u> Grade 3 Leveled Student Reader: Laura Ingalls Wilder Grade 3 Leveled Student Reader: Business Budget Grade 3 Leveled Student Reader: Story of a Taco Dinner Grade 3 Leveled Student Reader: American Indians Grade 3 Leveled Student Reader: Writing History Grade 3 Leveled Student Reader: California's Central Valley Grade 3 Leveled Student Reader: France and Haiti
Benchmark	SS.3.A.1.2.	Utilize technology resources to gather information from primary and secondary sources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1 Project: Our Town in the Past. p. 71-74 Grade 3 Teachers Guide: Chapter 1: Lesson 1: D. Gathering Information p.42-45 Grade 3 Teacher's Guide: Chapter 3: Projects State Symbols Show. p. 196-199 Grade 3 Teacher Guide: Chapter 4: Introductory Activity: Extending Geography p.212 Grade 3 Teacher Guide: Chapter 4: Lesson 1: C. Comparing Primary and Secondary Sources p. 219 Grade 3 Teacher Guide: Chapter 6: Lesson 3: B. What is the History of Dong Ngac p. 385 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 1: D. Gathering Information p.30-31 Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191 <u>NYSTROM YOUNG CITIZENS Activity Sheets:</u> Grade 3 Handout: Chapter 3 Letter Home p. 35

Benchmark	SS.3.A.1.3.	Define terms related to the social sciences. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 1: A. How has our population changed in 100 years? p. 48-49 Grade 3 Patriots' Handbook. p. 314-331 Grade 3 Student Book: Chapter 1: Lesson 2: B. Why did the first immigrants settle here?. p. 34-35 Grade 3 Student Book: Chapter 3: Lesson 2: B. Why did Europeans explore and settle our area?. p. 96 Grade 3 Student Book: Chapter 3: Lesson 2: D. How did we become a state?. p. 100 Grade 3 Student Book: Chapter 3: Lesson 2: E. Who are some of the important people in our state?. p. 102-103 Grade 3 Student Book: Chapter 3: Lesson 3: A. How did people make a living in the state in the past?. p. 105 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151 Grade 3 Student Book: Chapter 5: Lesson 1: A. Where did Europeans first settle in North America?. p. 176-177 Grade 3 Student Book: Chapter 5: Lesson 1: B. How did American Indians and the new settlers get along?. p. 178-179 Grade 3 Student Book: Chapter 5: Lesson 1: C. Why did the British settle in the 13 colonies?. p. 180-181 Grade 3 Student Book: Chapter 5: Lesson 1: D. How did British colonists live?. p. 182-183 Grade 3 Student Book: Chapter 5: Lesson 1: E. Why were Africans forced to go to the colonies?. p. 184-185 Grade 3 Student Book: Chapter 5: Lesson 2: A. How did the colonies become a nation?. p. 187-189 Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191 Grade 3 Student Book: Chapter 5: Lesson 2: C. How did the nation expand?. p. 192-193 Grade 3 Student Book: Chapter 5: Lesson 2: D. How did the American economy develop?. p. 194-195 Grade 3 Student Book: Chapter 5: Lesson 2: E. Who are important people in America's history?. p. 196-197 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201 <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1 Project: Our Town in the Past. p. 71-74 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teachers Guide: Chapter 2: Lesson 1: A. How has our population changed in 100 years? p. 88-90 Grade 3 Teacher's Guide: Chapter 1: Lesson 2: B. Why did the first immigrants settle here?. p. 50-52 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 159-160 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: B. Why did Europeans explore and settle our area?. p. 161-163 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: D. How did we become a state?. p. 166-167 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: E. Who are some of the important people in our state?. p. 168-170 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Introductory Activity. p. 289-290 Grade 3 Teacher's Guide: Chapter 5: Lesson 1 Closure. p. 303 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: A. Where did Europeans first settle in North America?. p. 291-293 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: B. How did American Indians and the new settlers get along?. p. 294-295 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: C. Why did the British settle in the 13 colonies?. p. 296-297 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: D. How did British colonists live?. p. 298-299 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: E. Why were Africans forced to go to the colonies?. p. 300-302 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: A. How did the colonies become a nation?. p. 304-306 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 307-308 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: C. How did the nation expand?. p. 309-310 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: D. How did the American economy develop?. p. 311-312 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: E. Who are important people in America's history?. p. 313-314 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: American Indians (Hupa) Grade 3 Group Activity Card: American Indians (Klamath) Grade 3 Group Activity Card: American Indians (Mono) Grade 3 Group Activity Card: American Indians (Northern Paiutes)
-----------	-------------	--

		Grade 3 Group Activity Card: American Indians (Skokomish) Grade 3 Group Activity Card: American Indians (Utes) Grade 3 Group Activity Card: Important Americans and Events Grade 3 Group Activity Card: Primary Sources <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 3 Leveled Student Reader: Business Budget Grade 3 Leveled Student Reader: Story of a Taco Dinner Grade 3 Leveled Student Reader: France and Haiti Grade 3 Leveled Student Reader: American Indians Grade 3 Leveled Student Reader: Laura Ingalls Wilder Grade 3 Leveled Student Reader: Writing History: How Did Abigail Adams, Thomas Jefferson, and Phillis Wheatley Shape America?
--	--	---

Strand	FL.SS.3.G.	Geography
Standard	SS.3.G.1.	The World in Spatial Terms
Benchmark	SS.3.G.1.1.	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Introduction: Lesson 1: Using the Book: C: What is Maplewood? p.10-11 Grade 3 Student Book: Introduction: Lesson 2: Understanding Maps: A: What are the parts of a map? p.14-15 Grade 3 Student Book: Introduction: Lesson 2: Understanding Maps: B: How are maps and globes used: p. 16-17 Grade 3 Student Book: Introduction: Lesson 2: Understanding Maps: C: What are the continents and oceans? p. 18-19 Grade 3 Student Book: Introduction: Lesson 2: Understanding Maps: D: Using Map symbols p. 20-21 Grade 3 Student Book: Chapter 2: Lesson 1: B: Using Graphs p. 50-51 Grade 3 Student Book: Chapter 2: Lesson 2: B: What does government do p. 59 Grade 3 Student Book: Chapter 3: Lesson 1: A: What are the natural features of our state? p. 86-89 Grade 3 Student Book: Chapter 3: Lesson 1: C: Reading a Population Map p. 93 Grade 3 Student Book: Chapter 3: Lesson 3: B: What natural resources are important to the state's economy? p. 108 Grade 3 Student Book: Chapter 4: Lesson 1: A: What are the natural features of North America? p. 123-127 Grade 3 Student Book: Chapter 4: Lesson 1: B: What are the regions? p. 129 Grade 3 Student Book: Chapter 4: Lesson 2: A: What are the natural features of the Northeast Woodlands? p. 132-133 Grade 3 Student Book: Chapter 4: Lesson 3: A: What are the natural features of the Southeast Woodlands? p. 140-142 Grade 3 Student Book: Chapter 4: Lesson 4: A: What are the natural features of the Great Plains? p. 146-147 Grade 3 Student Book: Chapter 4: Lesson 4: B: What are the natural resources of the Great Plains? p. 149 Grade 3 Student Book: Chapter 4: Lesson 5: A: What are the natural features of the Southwest Desert? p. 154-155 Grade 3 Student Book: Chapter 4: Lesson 5: B: What were the natural resources of the Southwest Desert? p. 156-157 Grade 3 Student Book: Chapter 4: Lesson 6: A: What are the natural features of the Northwest? p. 162-163 Grade 3 Student Book: Chapter 4: Lesson 7: A: What are the natural features of the Arctic/Subarctic? p. 168 Grade 3 Student Book: Chapter 5: Lesson 1: A: Where did Europeans first settle in North America? p. 176 Grade 3 Student Book: Chapter 5: Lesson 1: C: Why did the British settle in the 13 colonies? p. 181 Grade 3 Student Book: Chapter 5: Lesson 2: C: How did the nation expand? p. 193 Grade 3 Student Book: Chapter 5: Lesson 2: D: How did the American economy develop? p. 195 Grade 3 Student Book: Chapter 5: Lesson 4: A: What are the regions of the United States? p. 212-213 Grade 3 Student Book: Chapter 5: Lesson 4: B: What are the features of the United States? p. 215, 219, 223, 227, 231, 235 Grade 3 Student Book: Chapter 6: Lesson 1: B: Latitude and Longitude? p. 241 Grade 3 Student Book: Chapter 6: Lesson 1: C: What are the different climate regions of the world? p. 243 Grade 3 Student Book: Chapter 6: Lesson 1: D: Where are the world communities we are studying? p. 245 Grade 3 Student Book: Chapter 7: Lesson 2: A: Is there a problem? p. 287 Grade 3 Student Book: Chapter 7: Lesson 3: A: Is air pollution a problem? p. 295

		Grade 3 Student Book: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 238-239 <u>NYSTROM YOUNG CITIZENS Leveled Student Reader:</u> Grade 3 Leveled Student Reader: Laura Ingalls Wilder Grade 3 Leveled Student Reader: Story of a Taco Dinner Grade 3 Leveled Student Reader: American Indians Grade 3 Leveled Student Reader: Writing History Grade 3 Leveled Student Reader: France and Haiti Grade 3 Leveled Student Reader: California's Central Valley <u>NYSTROM YOUNG CITIZENS Activity Sheets:</u> Grade 3 Handout: Chapter 3 Review-Part 4 p. 48 Grade 3 Handout: 3b American Indian Cultural Regions- Chapter 3: Lesson 2: Section A. p. 37 Grade 3 Handout: 3e Natural Resources in the United States-Chapter 3: Lesson 3: Section b: p. 40-41 Grade 3 Handout: 3f Household items: Chapter 3: Lesson 3: closure p. 42 Grade 3 Handout: 3g Three Branches of Government: Chapter 3: Lesson 4: Section B. p. 43 <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1 Project: Our Town in the Past. p. 71-74 Grade 3 Teacher's Guide: Chapter 3: Projects State Symbols Show. p. 196-199 Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24
Benchmark	SS.3.G.1.2.	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teacher's Guide: Chapter 1: Lesson 1: B. What plants and animals lived in this climate?. p. 38-39 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: B. Why do people live where they do in the state?. p. 153-155 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: C. Reading a Population Map. p. 156-157 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 221-222 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 259-260 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: A. What are the natural features of the Arctic/Subarctic?. p. 267-268 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 6: Introductory Activity. p. 359-360 Grade 3 Teacher's Guide: Chapter 6: Lesson 1 Closure. p. 310 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 364-365 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: C. What are the different climate regions of the world?. p. 366 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Atlas. p. 302-312 Grade 3 Student Book: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 238-239 <u>NYSTROM YOUNG CITIZENS Leveled Student Reader:</u> Grade 3 Leveled Student Reader: American Indians

		Grade 3 Leveled Student Reader: Writing History <u>NYSTROM YOUNG CITIZENS Activity Sheets:</u> Grade 3 Handout: Chapter 3 Review-Part 4 p. 48 Grade 3 Handout: 3b American Indian Cultural Regions- Chapter 3: Lesson 2: Section A. p. 37 Grade 3 Handout: 3e Natural Resources in the United States-Chapter 3: Lesson 3: Section b: p. 40-41
Benchmark	SS.3.G.1.3.	Label the continents and oceans on a world map. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teacher's Guide: Chapter 6 Review . p. 401-402 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Atlas. p. 302-312 Grade 3 Student Book: Chapter 1: Lesson 1: A. What did land and water look like?. p. 24-25

Benchmark	SS.3.G.1.4.	Name and identify the purpose of maps (physical, political, elevation, population). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 1: B. Using Text Features. p. 7-9 Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teacher's Guide: Chapter 1: Lesson 1: A. What did land and water look like?. p. 35-37 Grade 3 Teacher's Guide: Chapter 2: Lesson 1: C. How has town life changed over time?. p. 93-94 Grade 3 Teacher's Guide: Chapter 2: Lesson 1: D. What hasn't changed?. p. 95-97 Grade 3 Teacher's Guide: Chapter 3 Project . p. 196-199 Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 1 Closure. p. 158 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 151-152 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: B. Why do people live where they do in the state?. p. 153-155 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: C. Reading a Population Map. p. 156-157 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: B. How is the state government organized?. p. 185-187 Grade 3 Teacher's Guide: Chapter 4 Project . p. 276-279 Grade 3 Teacher's Guide: Chapter 4: Introductory Activity. p. 211-212 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 221-222 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 242-243 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 251-252 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 259-260 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: A. What are the natural features of the Arctic/Subarctic?. p. 267-268 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: E. Why were Africans forced to go to the colonies?. p. 300-302 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: A. How did the colonies become a nation?. p. 304-306 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 6: Introductory Activity. p. 359-360 Grade 3 Teacher's Guide: Chapter 6: Lesson 1 Closure. p. 310 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 364-365 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: C. What are the different climate regions of the world?. p. 366 Grade 3 Teacher's Guide: Chapter 6: Lesson 3: B. What is the history of Dong Ngac?. p. 383-384 Grade 3 Teacher's Guide: Chapter 7: Lesson 1: A. What water issues do we face?. p. 415-417 Grade 3 Teacher's Guide: Chapter 7: Lesson 3: A. Is air pollution a problem?. p. 431-432 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Atlas. p. 302-312 Grade 3 Student Book: Chapter 3: Lesson 1: C. Reading a Population Map. p. 92 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 5: Lesson 2: C. How did the nation expand?. p. 192-193 Grade 3 Student Book: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 238-239 Grade 3 Student Book: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 240-241 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 4a Regions Puzzle Map - Chapter 4: Introductory Activity. p.51 Grade 3 Handout: 4b Natural Features in North America - Chapter 4: Lesson 1: Section A. p.52-54 Grade 3 Handout: 5f What Are the Features of the United States? - Chapter 5: Lesson 4: Section B. p.78-79 Grade 3 Handout: 6a Magical Mystery Tour - Chapter 6: Introductory Activity. p.92 Grade 3 Handout: Chapter 4 Review - Chapter 4 Review. p.64-70 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85 Grade 3 Handout: Chapter 6 Review - Chapter 6 Review. p.103-107 Grade 3 Handout: Chapter 7 Review - Chapter 7 Review. p.116-119 Grade 3 Student Book: Chapter 5: Lesson 2: C. How did the nation expand?. p. 192-193 Grade 3 Student Book: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 238-239 Grade 3 Student Book: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 240-241
-----------	-------------	--

Benchmark	SS.3.G.1.5.	Compare maps and globes to develop an understanding of the concept of distortion. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 1: B. Using Text Features. p. 7-9 Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 364-365
Benchmark	SS.3.G.1.6.	Use maps to identify different types of scale to measure distances between two places. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1: Lesson 1: B. What plants and animals lived in this climate?. p. 38-39 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: B. Why do people live where they do in the state?. p. 153-155 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: C. Reading a Population Map. p. 156-157 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 221-222 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 259-260 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: A. What are the natural features of the Arctic/Subarctic?. p. 267-268 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 6: Introductory Activity. p. 359-360 Grade 3 Teacher's Guide: Chapter 6: Lesson 1 Closure. p. 310 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: B. Latitude and Longitude. p. 364-365 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: C. What are the different climate regions of the world?. p. 366 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Atlas. p. 302-312 Grade 3 Student Book: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 238-239
Strand	FL.SS.3.G.	Geography
Standard	SS.3.G.2.	Places and Regions
Benchmark	SS.3.G.2.1.	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teacher's Guide: Introduction: Lesson 2: C. What are the continents and oceans? p. 22-24 Grade 3 Teacher's Guide: Chapter 4: Lesson 1 Closure. p. 220 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Atlas. p. 302-312 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 4: Lesson 1: B. What are the regions?. p. 128

		<u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 4c North America of the Past - Chapter 4: Lesson 1: Closure. p.55
Benchmark	SS.3.G.2.2.	Identify the five regions of the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 4: Introductory Activity p.211-213 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 261-262 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 263-265 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 4 Closure. p. 335 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 329-330 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 87-88 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 132-133 Grade 3 Student Book: Chapter 4: Lesson 2: B. What were the natural resources of the Northeast Woodlands?. p. 134-135 Grade 3 Student Book: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 136-137 Grade 3 Student Book: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 140-141 Grade 3 Student Book: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 142-143 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145 Grade 3 Student Book: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 146-147 Grade 3 Student Book: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 149 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151 Grade 3 Student Book: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 154-155 Grade 3 Student Book: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 156-157 Grade 3 Student Book: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 158-159 Grade 3 Student Book: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 162-163 Grade 3 Student Book: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 164-165 Grade 3 Student Book: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 166-167 Grade 3 Student Book: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 212-213 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southeast. p. 218-221 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The West. p. 230-235 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 4d The Northeast - Chapter 4: Lesson 2: Closure. p.56 Grade 3 Handout: 4e The Southeast - Chapter 4: Lesson 3: Closure. p.57 Grade 3 Handout: 4i The Southwest - Chapter 4: Lesson 5: Closure. p.61 Grade 3 Handout: 4j The Northwest - Chapter 4: Lesson 6: Closure. p.62 Grade 3 Handout: 5f What Are the Features of the United States? - Chapter 5: Lesson 4: Section B. p.78-79 Grade 3 Handout: 5g Tour of the United States - Chapter 5: Lesson 4: Closure. p.80 Grade 3 Handout: 6a Magical Mystery Tour - Chapter 6: Introductory Activity. p.92 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85

Benchmark	SS.3.G.2.3.	Label the states in each of the five regions of the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 151-152 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: B. How is the state government organized?. p. 185-187 Grade 3 Teacher's Guide: Chapter 5: Lesson 4 Closure. p. 335 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 329-330 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 132-133 Grade 3 Student Book: Chapter 4: Lesson 2: B. What were the natural resources of the Northeast Woodlands?. p. 134-135 Grade 3 Student Book: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 136-137 Grade 3 Student Book: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 140-141 Grade 3 Student Book: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 142-143 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145 Grade 3 Student Book: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 146-147 Grade 3 Student Book: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 149 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151 Grade 3 Student Book: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 154-155 Grade 3 Student Book: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 156-157 Grade 3 Student Book: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 158-159 Grade 3 Student Book: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 212-213 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southeast. p. 218-221 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The West. p. 230-235 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 3b American Indian Cultural Regions - Chapter 3: Lesson 2: Section A. p.37 Grade 3 Handout: 4d The Northeast - Chapter 4: Lesson 2: Closure. p.56 Grade 3 Handout: 4e The Southeast - Chapter 4: Lesson 3: Closure. p.57 Grade 3 Handout: 4i The Southwest - Chapter 4: Lesson 5: Closure. p.61 Grade 3 Handout: 5g Tour of the United States - Chapter 5: Lesson 4: Closure. p.80
-----------	-------------	--

Benchmark	SS.3.G.2.4.	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Introduction: Lesson 2: B. How are maps and globes used? p. 19-21 Grade 3 Teachers Guide: Chapter 1: Lesson 1: A What did land and water look like? p.35-36 Grade 3 Teacher's Guide: Chapter 3: Lesson 1 Closure. p. 158 Grade 3 Teacher's Guide: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 151-152 Grade 3 Teacher's Guide: Chapter 3: Lesson 3: A. How did people make a living in the state in the past?. p. 172-173 Grade 3 Teacher's Guide: Chapter 4 Project . p. 276-279 Grade 3 Teacher's Guide: Chapter 4: Lesson 1 Closure. p. 220 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 230-232 Grade 3 Teacher's Guide: Chapter 4: Lesson 4 Closure. p. 248 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 251-252 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 261-262 Grade 3 Teacher's Guide: Chapter 4: Lesson 7 Closure. p. 273 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 4 Closure. p. 335 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 7: Lesson 1: A. What water issues do we face?. p. 415-417 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 1: A. What did land and water look like?. p. 24-25 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 140-141 Grade 3 Student Book: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 142-143 Grade 3 Student Book: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 146-147 Grade 3 Student Book: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 154-155 Grade 3 Student Book: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 162-163 Grade 3 Student Book: Chapter 4: Lesson 7: Hawaii. p. 172-173 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The West. p. 230-235 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 1a Our Area - Chapter 1: Lesson 1: Closure. p.8 Grade 3 Handout: 4b Natural Features in North America - Chapter 4: Lesson 1: Section A. p.52-54 Grade 3 Handout: 4c North America of the Past - Chapter 4: Lesson 1: Closure. p.55 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85 <u>NYSTROM YOUNG CITIZENS Leveled Student Reader:</u> Grade 3 Leveled Student Reader: American Indians
Benchmark	SS.3.G.2.5.	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 1 Closure. p. 158

		Grade 3 Teacher's Guide: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 151-152 Grade 3 Teacher's Guide: Chapter 3: Lesson 3: A. How did people make a living in the state in the past?. p. 172-173 Grade 3 Teacher's Guide: Chapter 4 Project . p. 276-279 Grade 3 Teacher's Guide: Chapter 4: Lesson 1 Closure. p. 220 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 230-232 Grade 3 Teacher's Guide: Chapter 4: Lesson 4 Closure. p. 248 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 251-252 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 261-262 Grade 3 Teacher's Guide: Chapter 4: Lesson 7 Closure. p. 273 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 4 Closure. p. 335 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 7: Lesson 1: A. What water issues do we face?. p. 415-417 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 1: A. What did land and water look like?. p. 24-25 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 140-141 Grade 3 Student Book: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 142-143 Grade 3 Student Book: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 146-147 Grade 3 Student Book: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 154-155 Grade 3 Student Book: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 162-163 Grade 3 Student Book: Chapter 4: Lesson 7: Hawaii. p. 172-173 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The West. p. 230-235 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 1a Our Area - Chapter 1: Lesson 1: Closure. p.8 Grade 3 Handout: 4b Natural Features in North America - Chapter 4: Lesson 1: Section A. p.52-54 Grade 3 Handout: 4c North America of the Past - Chapter 4: Lesson 1: Closure. p.55 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85
Benchmark	SS.3.G.2.6.	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 6: Lesson 2: A. What is it like to live in Soweto?. p. 371-373 Grade 3 Teacher's Guide: Chapter 6: Lesson 3: A. What is it like to live in Dong Ngac?. p. 381-382 Grade 3 Teacher's Guide: Chapter 6: Lesson 4: A. What is it like to live in Tiwanaku?. p. 391-393 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 6: Lesson 2: A. What is it like to live in Soweto?. p. 247-249 Grade 3 Student Book: Chapter 6: Lesson 3: A. What is it like to live in Dong Ngac?. p. 257-259 Grade 3 Student Book: Chapter 6: Lesson 4: A. What is it like to live in Tiwanaku?. p. 267-269

Strand FL.SS.3.G. Geography

Standard	SS.3.G.3.	Physical Systems
Benchmark	SS.3.G.3.1.	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's guide: Chapter 1: Lesson 1: B. What plants and animals lived in this climate? p. 38-39 Grade 3 Teacher's Guide: Chapter 3: Projects State Symbols Show. p. 196-199 Grade 3 Teacher's Guide: Chapter 4 Review . p. 274-275 Grade 3 Teacher's Guide: Chapter 4: Lesson 3 Closure. p. 238 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 233-234 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 235-237 Grade 3 Teacher's Guide: Chapter 4: Lesson 5 Closure. p. 258 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 251-252 Grade 3 Teacher's Guide: Chapter 4: Lesson 6 Closure. p. 266 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 261-262 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: A. What are the natural features of the Arctic/Subarctic?. p. 267-268 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: D. Where are the world communities we are studying?... p. 367 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 4: Lesson 2: B. What were the natural resources of the Northeast Woodlands?. p. 134-135 Grade 3 Student Book: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 212-213 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southeast. p. 218-221 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 6a Magical Mystery Tour - Chapter 6: Introductory Activity. p.92 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85 <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> California's Central Valley France and Haiti
Benchmark	SS.3.G.3.2.	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1 Review . p. 69-70 Grade 3 Teacher's Guide: Chapter 1: Lesson 1 Closure. p. 46 Grade 3 Teacher's Guide: Chapter 1: Lesson 1: A. What did land and water look like?. p. 35-37 Grade 3 Teacher's Guide: Chapter 1: Lesson 1: C. What were the natural resources?. p. 40-41 Grade 3 Teacher's Guide: Chapter 1: Lesson 1: D. Gathering Information. p. 42-45 Grade 3 Teacher's Guide: Chapter 1: Lesson 2 Closure. p. 56 Grade 3 Teacher's Guide: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 47-49 Grade 3 Teacher's Guide: Chapter 3: Lesson 1 Closure. p. 158 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: B. Why did Europeans explore and settle our area?. p. 161-163 Grade 3 Teacher's Guide: Chapter 3: Lesson 3 Closure. p. 182 Grade 3 Teacher's Guide: Chapter 3: Lesson 3: A. How did people make a living in the state in the past?. p. 172-173 Grade 3 Teacher's Guide: Chapter 3: Lesson 3: B. What natural resources are important to the state's economy?. p. 174-175 Grade 3 Teacher's Guide: Chapter 4 Review . p. 274-275 Grade 3 Teacher's Guide: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 213-215

		Grade 3 Teacher's Guide: Chapter 4: Lesson 1: B. What are the regions?. p. 216 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 221-222 Grade 3 Teacher's Guide: Chapter 4: Lesson 3 Closure. p. 238 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: A. What are the natural features of the Southeast Woodlands?. p. 230-232 Grade 3 Teacher's Guide: Chapter 4: Lesson 4 Closure. p. 248 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: A. What are the natural features of the Great Plains?. p. 239-241 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 242-243 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 244-245 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 251-252 Grade 3 Teacher's Guide: Chapter 4: Lesson 6 Closure. p. 266 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: A. What are the natural features of the Northwest?. p. 259-260 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: A. What are the natural features of the Arctic/Subarctic?. p. 267-268 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: B. What were the natural resources of the Arctic/Subarctic?. p. 269-270 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 271-272 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 1: A. What did land and water look like?. p. 24-25 Grade 3 Student Book: Chapter 1: Lesson 1: C. What were the natural resources?. p. 28 Grade 3 Student Book: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 87-88 Grade 3 Student Book: Chapter 3: Lesson 3: B. What natural resources are important to the state's economy?. p. 106 Grade 3 Student Book: Chapter 4: Lesson 2: B. What were the natural resources of the Northeast Woodlands?. p. 134-135 Grade 3 Student Book: Chapter 4: Lesson 3: B. What were the natural resources of the Southeast Woodlands?. p. 142-143 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145 Grade 3 Student Book: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 149 Grade 3 Student Book: Chapter 4: Lesson 5: B. What were the natural resources of the Southwest Desert?. p. 156-157 Grade 3 Student Book: Chapter 4: Lesson 6: B. What were the natural resources of the Northwest?. p. 164-165 Grade 3 Student Book: Chapter 4: Lesson 7: B. What were the natural resources of the Arctic/Subarctic?. p. 169 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southeast. p. 218-221 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 1a Our Area - Chapter 1: Lesson 1: Closure. p.8 Grade 3 Handout: 3a Geography of Our State - Chapter 3: Lesson 1: Closure. p.36 Grade 3 Handout: 3e Natural Resources in the United States - Chapter 3: Lesson 3: Section B. p.40-41 Grade 3 Handout: 4b Natural Features in North America - Chapter 4: Lesson 1: Section A. p.52-54 Grade 3 Handout: Chapter 1 Review - Chapter 1 Review. p.12-17 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33 <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> California's Central Valley France and Haiti
--	--	--

Strand	FL.SS.3.G.	Geography
Standard	SS.3.G.4.	Human Systems
Benchmark	SS.3.G.4.1.	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
		<u>NYSTROM YOUNG CITIZENS Student Book</u>

		Grade 3 Student Book: Chapter 3: Lesson 1: A. What are the natural features of our state?. p. 87-88 Grade 3 Student Book: Chapter 3: Lesson 1: B. Why do people live where they do in the state?. p. 90 Grade 3 Student Book: Chapter 4: Lesson 1: A. What are the natural features of North America?. p. 122-127 Grade 3 Student Book: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 212-213 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Midwest. p. 222-226 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Northeast. p. 214-217 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southeast. p. 218-221 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The Southwest. p. 227-229 Grade 3 Student Book: Chapter 5: Lesson 4: B. What are the features of the United States? The West. p. 230-235 <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 4 Closure. p. 335 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: A. What are the regions of the United States?. p. 329-330 Grade 3 Teacher's Guide: Chapter 5: Lesson 4: B. What are the features of the United States?. p. 331-334 Grade 3 Teacher's Guide: Chapter 6: Lesson 1: A. Why are there different kinds of maps?. p. 361-363 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5f What Are the Features of the United States? - Chapter 5: Lesson 4: Section B. p.78-79 Grade 3 Handout: 5g Tour of the United States - Chapter 5: Lesson 4: Closure. p.80 Grade 3 Handout: 6a Magical Mystery Tour - Chapter 6: Introductory Activity. p.92 Grade 3 Handout: Chapter 5 Review - Chapter 5 Review. p.81-85
Benchmark	SS.3.G.4.2.	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1: Lesson 2 Closure. p. 56 Grade 3 Teacher's Guide: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 47-49 Grade 3 Teacher's Guide: Chapter 1: Lesson 2: B. Why did the first immigrants settle here?. p. 50-52 Grade 3 Teacher's Guide: Chapter 1: Lesson 3: A. What traditions did families bring with them when they moved?. p. 57-58 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 159-160 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 225-226 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 235-237 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 244-245 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 253-254 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 263-265 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 271-272 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 33 Grade 3 Student Book: Chapter 1: Lesson 2: B. Why did the first immigrants settle here?. p. 34-35 Grade 3 Student Book: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 94-95 Grade 3 Student Book: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 136-137 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151 Grade 3 Student Book: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 158-159

		Grade 3 Student Book: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 166-167 Grade 3 Student Book: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 170-171 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 1b Settlers in Our Area - Chapter 1: Lesson 2: Closure. p.9 Grade 3 Handout: Chapter 1 Review - Chapter 1 Review. p.12-17 <u>NYSTROM YOUNG CITIZENS Leveled Student Reader:</u> Grade 3 Leveled Student Reader: American Indians (Skokomish) Grade 3 Leveled Student Reader: American Indians (Utes) Grade 3 Leveled Student Reader: American Indians (Paiutes) Grade 3 Leveled Student Reader: American Indians (Klamath) Grade 3 Leveled Student Reader: American Indians (Mono) Grade 3 Leveled Student Reader: American Indians (Hupa)
Benchmark	SS.3.G.4.3.	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 47-49 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 159-160 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 225-226 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 235-237 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 244-245 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 253-254 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 263-265 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 271-272 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 33 Grade 3 Student Book: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 94-95 Grade 3 Student Book: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 136-137 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151 Grade 3 Student Book: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 158-159 Grade 3 Student Book: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 166-167 Grade 3 Student Book: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 170-171
Benchmark	SS.3.G.4.4.	Identify contributions from various ethnic groups to the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 47-49 Grade 3 Teacher's Guide: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 159-160 Grade 3 Teacher's Guide: Chapter 4 Project . p. 276-279 Grade 3 Teacher's Guide: Chapter 4 Review . p. 274-275

Grade 3 Teacher's Guide: Chapter 4: Lesson 2 Closure. p. 229
 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: A. What are the natural features of the Northeast Woodlands?. p. 221-222
 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: B. What were the natural resources of the Northeast Woodlands?. p. 223-224
 Grade 3 Teacher's Guide: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 225-226
 Grade 3 Teacher's Guide: Chapter 4: Lesson 3 Closure. p. 238
 Grade 3 Teacher's Guide: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 235-237
 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: B. What were the natural resources of the Great Plains?. p. 242-243
 Grade 3 Teacher's Guide: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 244-245
 Grade 3 Teacher's Guide: Chapter 4: Lesson 5 Closure. p. 258
 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: A. What are the natural features of the Southwest Desert?. p. 249-250
 Grade 3 Teacher's Guide: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 253-254
 Grade 3 Teacher's Guide: Chapter 4: Lesson 6 Closure. p. 266
 Grade 3 Teacher's Guide: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 263-265
 Grade 3 Teacher's Guide: Chapter 4: Lesson 7 Closure. p. 273
 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: B. What were the natural resources of the Arctic/Subarctic?. p. 269-270
 Grade 3 Teacher's Guide: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 271-272
 Grade 3 Teacher's Guide: Chapter 5: Introductory Activity. p. 289-290

NYSTROM YOUNG CITIZENS Student Book
 Grade 3 Student Book: Chapter 1: Lesson 2: A. How did American Indians use the resources of this area?. p. 33
 Grade 3 Student Book: Chapter 1: Lesson 2: C. Identifying Cause and Effect. p. 36-37
 Grade 3 Student Book: Chapter 3: Lesson 2: A. How did American Indians live in our area?. p. 94-95
 Grade 3 Student Book: Chapter 4: Lesson 2: C. How did the people of the Northeast Woodlands use their environment?. p. 136-137
 Grade 3 Student Book: Chapter 4: Lesson 2: D. Identifying the Main Idea. p. 138-139
 Grade 3 Student Book: Chapter 4: Lesson 3: C. How did the people of the Southeast Woodlands use their environment?. p. 144-145
 Grade 3 Student Book: Chapter 4: Lesson 4: C. How did the people of the Great Plains use their environment?. p. 150-151
 Grade 3 Student Book: Chapter 4: Lesson 5: C. How did the people of the Southwest Desert use their environment?. p. 158-159
 Grade 3 Student Book: Chapter 4: Lesson 6: C. How did the people of the Northwest use their environment?. p. 166-167
 Grade 3 Student Book: Chapter 4: Lesson 7: C. How did the people of the Arctic/Subarctic use their environment?. p. 170-171

NYSTROM YOUNG CITIZENS Activity Sheets
 Grade 3 Handout: 3b American Indian Cultural Regions- Chapter 3: Lesson 2: Section A. p. 37
 Grade 3 Handout: 4e The Southeast - Chapter 4: Lesson 3: Closure. p.57
 Grade 3 Handout: 4f How Did the People of the Great Plains Use Their Environment? - Chapter 4: Lesson 4: Section C. p.58
 Grade 3 Handout: 4i The Southwest - Chapter 4: Lesson 5: Closure. p.61
 Grade 3 Handout: 4j The Northwest - Chapter 4: Lesson 6: Closure. p.62
 Grade 3 Handout: 5a How Did American Indians and the New Settlers Get Along? - Chapter 5: Lesson 1: Section B. p.73
 Grade 3 Handout: Chapter 4 Review - Chapter 4 Review. p.64-70

NYSTROM YOUNG CITIZENS Group Activity Cards
 Grade 3 Group Activity Card: American Indians (Hupa)
 Grade 3 Group Activity Card: American Indians (Klamath)
 Grade 3 Group Activity Card: American Indians (Mono)
 Grade 3 Group Activity Card: American Indians (Northern Paiutes)
 Grade 3 Group Activity Card: American Indians (Skokomish)
 Grade 3 Group Activity Card: American Indians (Utes)

		<u>NYSTROM YOUNG CITIZENS LSRs</u> <u>Grade 3 Leveled Student Reader: American Indians</u>
Strand	FL.SS.3.E.	Economics
Standard	SS.3.E.1.	Beginning Economics
Benchmark	SS.3.E.1.1.	Give examples of how scarcity results in trade. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 179-181 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 110-111 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 3f Household Items - Chapter 3: Lesson 3: Closure. p.42 <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 3 Leveled Student Reader: Business Budget Grade 3 Leveled Student Reader: Story of a Taco Dinner
Benchmark	SS.3.E.1.2.	List the characteristics of money. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 4: B. Making a Budget. p. 122-123 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 4: B. Making a Budget. p. 78-79 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 2j Meeting Our Needs and Wants - Chapter 2: Lesson 4: Closure. p.29 <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 3 Leveled Student Reader: Business Budget <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: Money
Benchmark	SS.3.E.1.3.	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 4 Closure. p. 129 Grade 3 Teacher's Guide: Chapter 2: Lesson 4: B. Making a Budget. p. 122-123 Grade 3 Teacher's Guide: Chapter 2: Lesson 4: C. How do businesses provide goods and services?. p. 124-125 Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 3 Closure. p. 182 Grade 3 Teacher's Guide: Chapter 3: Lesson 3: C. What are the important economic activities in the state today?. p. 176-178

		Grade 3 Teacher's Guide: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 179-181 Grade 3 Teacher's Guide: Chapter 5: Lesson 1: D. How did British colonists live?. p. 298-299 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 4: C. How do businesses provide goods and services?. p. 80-81 Grade 3 Student Book: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 110-111 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 3f Household Items - Chapter 3: Lesson 3: Closure. p.42 <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 3 Leveled Student Reader: Story of a Taco Dinner <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: Money
Benchmark	SS.3.E.1.4.	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 179-181 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 3: Lesson 3: D. How is our state connected economically to the world?. p. 110-111 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: Money

Grade: 3 - Adopted: 2021

Strand		Civics and Government
Standard	SS.3.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.3.CG.1.1.	Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.
Sub-Benchmark		Students will explain the purpose of and need for government in terms of protection of rights, organization, security and services. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: B. What does government do?. p. 102-103 Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 4 Closure. p. 193 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: A. What does the state government do?. p. 183-184 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 3: Lesson 4: A. What does the state government do?. p. 112-113 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201

		Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5e Responsibilities of a Citizen - Chapter 5: Lesson 3: Closure. p.77
--	--	--

Strand		Civics and Government
Standard	SS.3.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.3.CG.1.2.	Describe how the U.S. government gains its power from the people.
Sub-Benchmark		Students will recognize what is meant by “We the People” and “consent of the governed.” <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 3 Teacher’s Guide: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 307-308 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191

Sub-Benchmark		Students will identify sources of consent (e.g., voting and elections). <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 57-58 Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 3 Teacher’s Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher’s Guide: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 99-101 Grade 3 Teacher’s Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher’s Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher’s Guide: Chapter 6: Lesson 4: D. What is the government of Tiwanaku?. p. 398-399 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5e Responsibilities of a Citizen - Chapter 5: Lesson 3: Closure. p.77 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33
----------------------	--	--

Sub-Benchmark		Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people. <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 3 Teacher’s Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher’s Guide: Chapter 6: Lesson 2: D. What is the government of Soweto?. p. 377-379 Grade 3 Teacher’s Guide: Chapter 6: Lesson 4: D. What is the government of Tiwanaku?. p. 398-399 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 57-58 Grade 3 Student Book: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 204-205
----------------------	--	---

Strand		Civics and Government
Standard	SS.3.CG.2.	Civic and Political Participation
Benchmark	SS.3.CG.2.1.	Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.

Sub-Benchmark		Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Project . p. 132-135 Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: C. How do community groups help our town?. p. 104-105 Grade 3 Teacher's Guide: Chapter 2: Lesson 3 Closure. p. 118 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: C. How do community groups help our town?. p. 63-64 Grade 3 Student Book: Chapter 2: Lesson 3: C. How do schools help us?. p. 73 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 2e Town Government - Chapter 2: Lesson 2: Closure. p.24 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: Helping the Community
---------------	--	---

Strand		Civics and Government
Standard	SS.3.CG.2.	Civic and Political Participation
Benchmark	SS.3.CG.2.2.	Describe the importance of voting in elections.
Sub-Benchmark		Students will recognize that it is every citizen's responsibility to vote. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 99-101 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher's Guide: Chapter 6: Lesson 4: D. What is the government of Tiwanaku?. p. 398-399 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 57-58 Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5e Responsibilities of a Citizen - Chapter 5: Lesson 3: Closure. p.77 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33

Sub-Benchmark		Students will explain the importance of voting in a republic. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 99-101 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher's Guide: Chapter 6: Lesson 4: D. What is the government of Tiwanaku?. p. 398-399
---------------	--	--

		<u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 57-58 Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5e Responsibilities of a Citizen - Chapter 5: Lesson 3: Closure. p.77 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33
Strand		Civics and Government
Standard	SS.3.CG.2.	Civic and Political Participation
Benchmark	SS.3.CG.2.3.	Explain the history and meaning behind patriotic holidays and observances.
Sub-Benchmark		Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Patriots' Handbook. p. 314-331
Strand		Civics and Government
Standard	SS.3.CG.2.	Civic and Political Participation
Benchmark	SS.3.CG.2.4.	Recognize symbols, individuals, documents and events that represent the United States.
Sub-Benchmark		Students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Patriots' Handbook. p. 314-331
Sub-Benchmark		Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 5: Lesson 2: A. How did the colonies become a nation?. p. 304-306 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 307-308
Sub-Benchmark		Students will recognize the U.S. Constitution as a document that represents the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 307-308 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Patriots' Handbook. p. 314-331 Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201
Sub-Benchmark		Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.

		<u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 5: Lesson 2: A. How did the colonies become a nation?. p. 304-306
Strand		Civics and Government
Standard	SS.3.CG.2.	Civic and Political Participation
Benchmark	SS.3.CG.2.5.	Recognize symbols, individuals, documents and events that represent the State of Florida.
Sub-Benchmark		Students will recognize the Great Seal of the State of Florida as a symbol that represents the state. <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3 Group Activity Card: Symbols of Florida <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: Chapter 3 Letter Home p. 35 Grade 3 Handout: 5h Our State Symbols and Leaders <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Projects State Symbols Show. p. 196-199
Sub-Benchmark		Students will recognize William Pope Duval, William Dunn Moseley and Josiah T. Walls as individuals who represent Florida. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5h Our State Symbols and Leaders <u>NYSTROM YOUNG CITIZENS Group Activity Card</u> Grade 3: Group Activity Card: Symbols of Florida Grade 3: Group Activity Card: Important Americans and Events
Sub-Benchmark		Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 2 Closure. p. 171 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 116 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5h Our State Symbols and Leaders <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 3: Group Activity Card: Symbols of Florida
Sub-Benchmark		Students will recognize that Florida became the 27th state of the United States on March 3, 1845. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 5h Our State Symbols and Leaders

Strand		Civics and Government
Standard	SS.3.CG.3.	Structure and Functions of Government
Benchmark	SS.3.CG.3.1.	Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government.
Sub-Benchmark		Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3: Lesson 2 Closure. p. 171 Grade 3 Teacher's Guide: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 307-308 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Patriots' Handbook. p. 314-331 Grade 3 Student Book: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 116 Grade 3 Student Book: Chapter 5: Lesson 2: B. Reading the Preamble: Primary Source Analysis. p. 190-191 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201
Sub-Benchmark		Students will recognize how government is organized at the national level (e.g., three branches of government). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2: B. What does Government do? p.102-104 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 320-322 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: E. What are the symbols and founding documents of our country?. p. 325-327 Grade 3 Teacher's Guide: Chapter 6: Lesson 2: D. What is the government of Soweto?. p. 377-379 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do? p. 58-61 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201 Grade 3 Student Book: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 202-203 Grade 3 Student Book: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 204-205 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 2c Roles of Government-Chapter 2: Lesson 2: Section B. p.22 Grade 3 Handout: 3g Three Branches of Government - Chapter 3: Lesson 4: Section B. p.43 Grade 3 Handout: Chapter 3 Review - Chapter 3 Review. p.45-48
Sub-Benchmark		Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

		<u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 4 Closure. p. 193 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: A. What does the state government do?. p. 183-184 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: B. How is the state government organized?. p. 185-187 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 191-192 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 Grade 3 Teacher's Guide: Chapter 6: Lesson 2: D. What is the government of Soweto?. p. 377-379 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 3: Lesson 4: A. What does the state government do?. p. 112-113 Grade 3 Student Book: Chapter 3: Lesson 4: B. How is the state government organized?. p. 114 Grade 3 Student Book: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 116 Grade 3 Student Book: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 118-119 Grade 3 Student Book: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 202-203 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 3g Three Branches of Government - Chapter 3: Lesson 4: Section B. p.43 Grade 3 Handout: 3h State Government - Chapter 3: Lesson 4: Closure. p.44
--	--	---

Strand		Civics and Government
Standard	SS.3.CG.3.	Structure and Functions of Government
Benchmark	SS.3.CG.3.2.	Recognize that government has local, state and national levels.
Sub-Benchmark		Students will recognize that each level of government has its own unique structure and responsibilities. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 99-101 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: B. What does government do?. p. 102-103 Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 4 Closure. p. 193 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: A. What does the state government do?. p. 183-184 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: B. How is the state government organized?. p. 185-187 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 191-192 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 320-322 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: E. What are the symbols and founding documents of our country?. p. 325-327 Grade 3 Teacher's Guide: Chapter 6: Lesson 2: D. What is the government of Soweto?. p. 377-379 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 3: Lesson 4: A. What does the state government do?. p. 112-113 Grade 3 Student Book: Chapter 3: Lesson 4: B. How is the state government organized?. p. 114

	Grade 3 Student Book: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 116 Grade 3 Student Book: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 118-119 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201 Grade 3 Student Book: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 202-203 Grade 3 Student Book: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 204-205 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 2c Roles of Government - Chapter 2: Lesson 2: Section B. p.22 Grade 3 Handout: 2e Town Government - Chapter 2: Lesson 2: Closure. p.24 Grade 3 Handout: 3h State Government - Chapter 3: Lesson 4: Closure. p.44 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33
Sub-Benchmark	Students will distinguish between the responsibilities of the local, state and national governments in the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 3 Teacher's Guide: Chapter 2: Lesson 2 Closure. p. 108 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: A. How do citizens choose leaders?. p. 99-101 Grade 3 Teacher's Guide: Chapter 2: Lesson 2: B. What does government do?. p. 102-103 Grade 3 Teacher's Guide: Chapter 3 Review . p. 194-195 Grade 3 Teacher's Guide: Chapter 3: Lesson 4 Closure. p. 193 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: A. What does the state government do?. p. 183-184 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: B. How is the state government organized?. p. 185-187 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 188-190 Grade 3 Teacher's Guide: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 191-192 Grade 3 Teacher's Guide: Chapter 5 Review . p. 336-337 Grade 3 Teacher's Guide: Chapter 5: Lesson 3 Closure. p. 328 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 316-317 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 318-319 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 320-322 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 323-324 Grade 3 Teacher's Guide: Chapter 5: Lesson 3: E. What are the symbols and founding documents of our country?. p. 325-327 Grade 3 Teacher's Guide: Chapter 6: Lesson 2: D. What is the government of Soweto?. p. 377-379 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 3 Student Book: Chapter 2: Lesson 2: B. What does government do?. p. 59-60 Grade 3 Student Book: Chapter 3: Lesson 4: A. What does the state government do?. p. 112-113 Grade 3 Student Book: Chapter 3: Lesson 4: B. How is the state government organized?. p. 114 Grade 3 Student Book: Chapter 3: Lesson 4: C. How are citizens involved in state government?. p. 116 Grade 3 Student Book: Chapter 3: Lesson 4: D. What are the symbols of our state?. p. 118-119 Grade 3 Student Book: Chapter 5: Lesson 3: A. What powers does the federal government have?. p. 199-201 Grade 3 Student Book: Chapter 5: Lesson 3: B. How is the federal government organized?. p. 202-203 Grade 3 Student Book: Chapter 5: Lesson 3: C. How do states and tribes work with the federal government?. p. 204-205 Grade 3 Student Book: Chapter 5: Lesson 3: D. What rights and responsibilities do Americans have?. p. 206-207 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 3 Handout: 2c Roles of Government - Chapter 2: Lesson 2: Section B. p.22 Grade 3 Handout: 2e Town Government - Chapter 2: Lesson 2: Closure. p.24 Grade 3 Handout: 3h State Government - Chapter 3: Lesson 4: Closure. p.44 Grade 3 Handout: Chapter 2 Review - Chapter 2 Review. p.30-33

Number	Benchmark	Correlated to:
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: - Analyze the problem in a way that makes sense given the task. - Ask questions that will help with solving the task. - Build perseverance by modifying methods as needed while solving a challenging task. - Stay engaged and maintain a positive mindset when working to solve tasks. - Help and support each other when attempting a new method or approach. Clarifications Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Actively participate in effortful learning both individually and collectively. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 7, Lesson 2 (understanding numbers in text), pps. 290-291 Teacher's Guide; Chapter 1; Lesson 1; Extending – Math (water usage), p. 42 Teacher's Guide; Chapter 2; Lesson 2; Extending – ELL (connections to mathematics), p. 107 Teacher's Guide; Chapter 2; Lesson 4; Extending – Math (budgets), p 123

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. Clarifications Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Demonstrate understanding by representing problems in multiple ways. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 2, Lesson 4 (making a budget), pps. 78-79 Student Book; Chapter 2, Lesson 4 (how does a business work?), pps. 82-83 Teacher’s Guide; Chapter 1; Lesson 2; Extending – Math (map size, drawing), p. 52 Teacher’s Guide; Chapter 2; Lesson 1; Extending – Math (population graph), p. 90 Teacher’s Guide; Chapter 2; Lesson 4; Extending – Math (budgets), p. 123 Teacher’s Guide; Chapter 3; Lesson 3; Extending – Math (graphs), p. 174

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. Clarifications Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Complete tasks with mathematical fluency. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 2, Section D (problem solving); p. 66 Student Book; Chapter 2, Lesson 4 (how does a business work?), pps. 82-83 Student Book; Chapter 3, Lesson 1 (reading a population map), pps. 92-93 Teacher’s Guide; Introduction; Lesson 2; Extending – Math, p. 18 Teacher’s Guide; Chapter 2; Lesson 2; Extending – ELL (connections to mathematics), p. 107 Teacher’s Guide; Chapter 3; Lesson 3; Extending – Math (graphs), p. 174
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	Student Book; Chapter 3, Lesson 1 (reading a population map), pps. 92-93 Student Book; Chapter 7, Lesson 2 (understanding numbers in text), pps. 290-291 Teacher’s Guide; Chapter 2; Lesson 2; Extending – ELL (connections to mathematics), p. 107 Teacher’s Guide; Chapter 2; Lesson 4; Extending – Math (budgets), p 123 Teacher’s Guide; Chapter 3; Lesson 3; Extending – Math (graphs), p. 174

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. Clarifications Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Engage in discussions that reflect on the mathematical thinking of self and others. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems.	Student Book; Chapter 7, Lesson 2 (understanding numbers in text), pps. 290-291 Teacher's Guide; Introduction; Lesson 2; Extending – Math, p. 18 Teacher's Guide; Chapter 1; Lesson 1; Extending – Math (water usage), p. 42 Teacher's Guide; Chapter 2; Lesson 2; Extending – ELL (connections to mathematics), p. 107

	• Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Use patterns and structure to help understand and connect mathematical concepts. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	Student Book; Chapter 2, Lesson 4 (making a budget), pps. 78-79 Student Book; Chapter 2, Lesson 4 (how does a business work?), pps. 82-83 Teacher's Guide; Introduction; Lesson 2; Extending – Math, p. 18 Teacher's Guide; Chapter 2; Lesson 4; Extending – Math (budgets), p. 123 Teacher's Guide; Chapter 7; Lesson 2; Extending – Math (recycling), p. 429

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Assess the reasonableness of solutions. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. Clarifications Teachers who encourage students to apply mathematics to real-world contexts:	Student Book; Chapter 2, Lesson 4 (making a budget), pps. 78-79 Student Book; Chapter 2, Lesson 4 (how does a business work?), pps. 82-83 Teacher’s Guide; Introduction; Lesson 2; Extending – Math (mapping), p. 18 Teacher’s Guide; Chapter 1; Lesson 1; Extending – Math (water usage), p. 42 Teacher’s Guide; Chapter 2; Lesson 4; Extending – Math (budgets), p. 123 Teacher’s Guide; Chapter 3; Lesson 3; Extending – Math (graphs), p. 174 Teacher’s Guide; Chapter 7; Lesson 2; Extending – Math (recycling), p. 429

	• Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Apply mathematics to real-world contexts. Date Adopted or Revised: 08/20 Status: State Board Approved	
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work. Clarifications Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. General Information Subject Area: English Language Arts (B.E.S.T. - Effective starting 2021-2022) Grade: K12 Strand: Expectations Expectation: Use the accepted rules governing a specific format to create quality work. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 7, Lesson 1 (writing an informative piece), pps. 282-283 Teacher’s Guide; Chapter 1; Project (our town in the past), pps. 71-74 Teacher’s Guide; Chapter 3; Project (state symbols show), pps. 196-199 Teacher’s Guide; Chapter 6; Project (comparing communities), pps. 403-405 Teacher’s Guide; Chapter 7; Project (environmental fair), pps. 437-440
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing. Clarifications	Student Book; Chapter 2, Lesson 3 (collaborating skills), pps. 70-71 Student Book; Chapter 7, Lesson 1 (writing an informative piece), pps. 282-283 Teacher’s Guide; Teaching Tips; A Collaborative Environment, p. xxxvi

	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. General Information Subject Area: English Language Arts (B.E.S.T. - Effective starting 2021-2022) Grade: K12 Strand: Expectations Expectation: Use appropriate voice and tone when speaking or writing. Date Adopted or Revised: 08/20 Status: State Board Approved	Teacher's Guide; Introduction; Lesson 1; Extending – ELL (connections to texts), p. 7 Teacher's Guide; Chapter 7; Lesson 1; Extending – ELL, p. 420
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social and Instructional Purposes Date Adopted or Revised: 06/14 Status: State Board Approved	Teacher's Guide; Introduction; Lesson 1; Extending – ELL, (speaking and listening) p. 12 Teacher's Guide; Introduction; Lesson 1; Extending – ELL (group work), p. 13 Teacher's Guide; Chapter 4; Lesson 2; Extending – ELL, (discussing main ideas) p. 228
ELD.K12.ELL.SS.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social Studies Date Adopted or Revised: 06/14 Status: State Board Approved	Student Book; Chapter 7, Lesson 2 (understanding numbers in text), pps. 290-291 Teacher's Guide; Chapter 1; Lesson 2; Extending – ELL, (discussing main ideas) p. 49 Teacher's Guide; Chapter 1; Lesson 2; Extending – ELL, (discussing cause & effect) p. 55 Teacher's Guide; Chapter 3; Lesson 3; Extending – ELL, (resources) p. 174 Teacher's Guide; Chapter 3; Lesson 4; Extending – ELL, (three branches mnemonic) p. 188
HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention. Clarifications	Student Book; Chapter 2, Lesson 3 (school rules), p. 69 Student Book; Chapter 2, Lesson 2 (what does government do?), pps. 59-61 Teacher's Guide; Chapter 2; Review (safety rules), p. 30 Teacher's Guide; Chapter 2; Test (executive branch/health), p. 141

	Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety. General Information Subject Area: Health Education Grade: 3 Strand: Health Literacy Concepts Standard: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Date Adopted or Revised: 02/14 Status: State Board Approved	Activity Sheet 2C, Chapter 2; Lesson 2 (public health)