

**Completed**

3.11 The student will explain the responsibilities of a good citizen, with emphasis on

- a. respecting and protecting the rights and property of others
- b. taking part in the voting process when making classroom decisions
- c. describing actions that can improve the school and community
- d. demonstrating actions that can improve the school and community
- e. practicing honesty and trustworthiness
- f. describing the purpose of rules and laws

3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America, and South America.

3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice)

3.3 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports

3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps at the beginning of their culture, during their period of greatest influence, and today. (Rome, Greece, China)

3.7 The student will describe how people in ancient world cultures adapted to their environment. (Rome, Greece, China)

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (Rome, Greece, China)

**Ongoing/  
In  
Progress**

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

3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps at the beginning of their culture, during their period of greatest influence, and today. (Egypt)

3.7 The student will describe how people in ancient world cultures adapted to their environment. (Egypt)

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (Egypt)

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
- b) using geographic information to support an understanding of world cultures;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
- f) determining relationships with multiple causes or effects;
- g) explaining connections across time and place;
- h) using a decision-making model to make informed decisions;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) accessing a variety of media, including online resources.

**Not  
Taught Yet**

3.4 the student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps at the beginning of their culture, during their period of greatest influence, and today. (Mali)

3.7 The student will describe how people in ancient world cultures adapted to their environment. (Mali)

3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services (Mali)

3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a. explaining the purpose of laws
- b. explaining that the basic purposes of governments are to make laws, carry out laws, and decide if laws have been broken
- c. explaining that government protects the rights and property of individuals

3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.