



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2013**

**Subject Content:** Social Studies **Grade:** Third Grade

**Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
<p align="center"><b>Unit/Topic</b></p> <p align="center">Rules and Laws (Government and Civics)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Local Government (Government and Civics)</p>
<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-1.1.2</p> <p>Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p> <p>DOK 2</p> <p>SS-EP-1.1.1</p> <p>Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services taxes).</p> <p>SS-EP-1.2.1</p> <p>Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p>	<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-1.1.1</p> <p>Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services taxes).</p> <p>SS-EP-1.2.1</p> <p>Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p> <p>SS-EP-1.3.1</p> <p>Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p>

<p>SS-EP-1.3.1</p> <p>Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p> <p>SS-EP-1.3.2</p> <p>Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p><b>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</b></p> <p style="text-align: center;">N/A</p>	<p><b>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</b></p> <p style="text-align: center;">N/A</p>
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<b>CURRICULUM</b>	<p>SS-EP-2.3.2</p> <p>Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Identify Sub-Topics</b></p> <p><b>Rules/Consequences</b></p>	<p><b>Identify Sub-Topics</b></p> <p><b>Laws School and Community Leaders</b></p>	<p><b>Identify Sub-Topics</b></p> <p><b>Good Citizenship Responsibility</b></p>	<p><b>Identify Sub-Topics</b></p> <p><b>Government</b></p>	<p><b>Identify Sub-Topics</b></p> <p><b>Government</b></p>	<p><b>Identify Sub-Topics</b></p> <p><b>Government</b></p>
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can explain the purpose of rules in our school, organizations, and community</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can compare rules with laws</li> <li>• I can identify the purpose of school and</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can identify and give examples of good citizenship at home, at school, and in the</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <p><b>I can explain the purpose of Government. I can define what government is and</b></p>	<p><b>I CAN STATEMENTS:</b></p> <p><b>I can identify and talk about each branch of the United States Government. I can I can identify the</b></p>	<p><b>I CAN STATEMENTS:</b></p> <p><b>I can explain what a service is. I can give examples of government services</b></p>

	community leaders	community I can explain why it is important to be an active member of society	give an example of why people need government.	three levels of government and tell who leads each level	provided by the United States government.
<b>Critical Vocabulary</b>  <ul style="list-style-type: none"> <li>• Rules</li> <li>• Consequences</li> <li>• Procedures</li> <li>• Discipline Policy</li> </ul>	<b>Critical Vocabulary</b>  <ul style="list-style-type: none"> <li>• Laws</li> <li>• School leaders</li> <li>• Community leaders</li> </ul>	<b>Critical Vocabulary</b>  <ul style="list-style-type: none"> <li>• Community</li> <li>• Citizenship</li> <li>• Responsibility</li> <li>• Rights</li> <li>• Recycling</li> <li>• Reuse</li> <li>• Voting</li> <li>• Conserving</li> <li>• Volunteers</li> <li>• Donations</li> <li>• Community Service</li> </ul>	<b>Critical Vocabulary</b>  <b>Government Authority</b> <b>Laws</b> <b>Rules</b>	<b>Critical Vocabulary</b>  <b>Legislative Branch</b> <b>Executive Branch</b> <b>Judicial Branch</b>  <b>Local</b> <b>State</b> <b>Federal</b> <b>Mayor</b> <b>Governor</b> <b>President</b>	<b>Critical Vocabulary</b>  <b>Government Service</b> <b>Community</b> <b>Court</b> <b>Recreation</b> <b>County Seat</b>
<b>Suggested Strategies/Activities</b>  <ul style="list-style-type: none"> <li>• Perform classroom jobs/duties</li> <li>• Discuss school rules and consequences</li> <li>• Develop classroom rules and consequences</li> <li>• Discuss the district discipline policy</li> </ul>	<b>Suggested Strategies/Activities</b>  <ul style="list-style-type: none"> <li>• Perform classroom jobs/duties</li> <li>• Go over classroom and school rules, consequences, expectations, and procedures with students</li> <li>• Practice procedures with students</li> <li>• Discuss community leaders and how their jobs establish order in our school and community</li> </ul>	<b>Suggested Strategies/Activities</b>  <ul style="list-style-type: none"> <li>• Perform classroom jobs/duties</li> <li>• Go over classroom and school rules, consequences, expectations, and procedures with students</li> <li>• Practice procedures with students</li> <li>• Use current events and daily life activities to discuss the purposes of specific laws</li> </ul>	<b>Suggested Strategies/Activities</b>  Cooperative Grouping Think-Pair-Share Peer Buddies Describe what government is and the basic purpose for government.  Explain why people need government to provide rules and laws in order to have a lawful society.	<b>Suggested Strategies/Activities</b>  Cooperative Groups Think –Pair –Share Peer Buddies  Describe how the US government has three different levels that work together to run the country.  Explain how the US government is divided into three levels that work together to run the country.	<b>Suggested Strategies/Activities</b>  Cooperative Groups Think-Pair-Share Peer Buddies  Describe how the US government provides its citizens with services to promote a better living for its citizens..

	<ul style="list-style-type: none"> <li>• Discuss community and state laws as they apply to the students and as they come up in informal discussions (ie. Crossing at the crosswalks, driving and voting at certain ages, recycling, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss citizenship and give examples of good citizenship at school, home, and in the community (e.g. helping with chores, participating in community projects)</li> <li>• Discuss civil rights and the Constitution as part of conflict resolution lessons and historical discussions</li> <li>• Help develop a classroom “Bill of Rights”</li> </ul>			
<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Observation</li> <li>• Completion of Classroom jobs/duties</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Developed classroom rules</li> <li>• Open Response: Define Rules. Describe three classroom or school</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Observation</li> <li>• Completion of Classroom jobs/duties</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Open Response: Identify and discuss a specific law that affects a current event.</li> <li>• Open response:</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Observation</li> <li>• Completion of Classroom jobs/duties</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Open Response: Define good citizenship. Describe three ways to be a good citizen.</li> <li>• Open Response:</li> </ul>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Participation</b>  <b>Teacher Observation</b>  <b>Classroom activities/assignments</b>  <b>Thumbs up</b></p> <p><b>Summative</b></p> <p><b>Enrichment</b>  <b>Projects/Brochures etc.</b>  <b>Teacher Constructed Exams</b>  <b>Open Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Participation</b>  <b>Teacher Observation</b>  <b>Classroom activities/assignments</b>  <b>Thumbs up</b></p> <p><b>Summative</b>  <b>Projects/Brochures etc.</b>  <b>Teacher Constructed Exams</b>  <b>Open Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Participation</b>  <b>Teacher Classroom activities/assignments</b>  <b>Thumbs Up</b></p> <p><b>Summative</b>  <b>Projects/Brochures Etc.</b>  <b>Teacher Constructed Exams</b></p>

<p>rules and their consequences.</p> <ul style="list-style-type: none"> <li>• Sample Question: What is the difference between rules and laws?</li> </ul> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Identify and describe two state laws and their importance to the community</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>Identify and discuss a specific law that effects our daily life</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Constructed Response</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Constructed Response</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Constructed Response</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Social Studies Resource Book</li> <li>• Internet</li> <li>• United Streaming</li> <li>• Guest Speakers</li> <li>• Junior Achievement</li> <li>• Field Trips</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Social Studies Resource Book</li> <li>• Internet</li> <li>• United Streaming</li> <li>• Guest Speakers</li> <li>• Junior Achievement</li> <li>• Field Trips</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Social Studies Resource Book</li> <li>• Internet</li> <li>• United Streaming</li> <li>• Guest Speakers</li> <li>• Junior Achievement</li> <li>• Field Trips</li> </ul>	<p><b>Resources Needed</b></p> <p>Social Studies Textbook Internet United Streaming Guest Speakers Brain-Pop Scholastic US Government for Kids Video Series</p>	<p><b>Resources Needed</b></p> <p>Social Studies Textbook Internet United Streaming Guest Speakers Brain-Pop Scholastic US Government for Kids Video Series</p>	<p><b>Resources Needed</b></p> <p>Social Studies Textbook Internet United Streaming Guest Speakers Brain-Pop Scholastic US Government for Kids Video Series Study Island</p>

Weeks 7-9	Weeks 10-12
<p align="center"><b>Unit/Topic</b></p> <p align="center">Map Skill (Geography)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Different Regions in Our World (Geography)</p>
<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-4.1.1</p> <p>Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p> <p>SS-EP-4.1.2</p> <p>Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location.</p> <p>SS-EP-4.1.3</p> <p>Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community</p> <p>SS-EP-4.2.1</p> <p>Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p>	<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-4.4.1</p> <p>Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1</p> <p>SS-EP-4.4.2</p> <p>Students will describe how the physical environment can both promote and restrict human activities.</p> <p>SS-EP-4.1.3</p> <p>Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community</p> <p>SS-EP-4.2.1</p> <p>Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p> <p align="center">N/A</p>

N/A					
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics  Geography	Identify Sub-Topics  Geography	Identify Sub-Topics  Geography	Identify Sub-Topics  Geography	Identify Sub-Topics  Geography	Identify Sub-Topics  Geography
<p>I CAN STATEMENTS:</p> <p>I can define the word geography and tell what it means.</p> <p>I can define the word landform and give examples of landforms.</p>	<p>I CAN STATEMENTS:</p> <p>I can use maps and globes to identify landforms in my school and community.</p> <p>I can use relative location and absolute location.</p> <p>I can describe how landforms influence where human activities are located in my community.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify major landforms, bodies of water, and natural resources on Earth's surface.</p> <p>I can describe places on Earth's surface by their physical characteristics.</p>	<p>I CAN STATEMENTS:</p> <p>I can give examples of how people interact with their environment to meet their basic needs of food, clothing &amp; shelter.</p> <p>I can Explain how I interact with my environment to meet my needs each day.</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how the earth's physical characteristics promote or restricts human settlement.</p> <p>I can explain how the earth's physical landforms affect where I live and give examples.</p> <p>I</p>	<p>I CAN STATEMENTS:</p> <p>I can explain how the location of rivers, mountains and other landforms affect where things are located in my community and give examples.</p> <p>I can locate mountain ranges in the region that I live on a map or globe.</p> <p>I can locate major bodies of water in the region that I live on a map or globe.</p>
Critical Vocabulary  Geography	Critical Vocabulary  Map	Critical Vocabulary  Physical features	Critical Vocabulary Interact Environment	Critical Vocabulary Promote Restrict	Critical Vocabulary Mountain River

<p><b>Landform</b>  <b>Mountain range</b>  <b>Valley</b>  <b>Plateau</b>  <b>Vegetation</b></p>	<p><b>Globe</b>  <b>Landform Map</b>  <b>Relative location</b>  <b>Absolute location</b>  <b>Latitude</b>  <b>Longitude</b>  <b>Prime meridian</b>  <b>Equator</b></p>	<p><b>Natural resource</b>  <b>Nonrenewable resource</b>  <b>Renewable resource</b>  <b>Mineral</b>  <b>Fuel</b>  <b>Climate</b></p>	<p><b>Needs</b>  <b>Wants</b></p>	<p><b>Settlement</b>  <b>Recreational</b>  <b>barrier</b></p>	<p><b>barrier</b></p>
<p><b>Suggested Strategies/Activities</b>  Use visual (i.e., photographs, drawings, maps, etc.) to identify examples of landforms.</p>	<p><b>Suggested Strategies/Activities</b>  Draw a map from school to home including landforms found in each area.  Use latitude and longitude to find absolute location.  Provide examples and photographs of how landforms influence human activities in the community (i.e., photo of roads going through mountains, etc.)</p>	<p><b>Suggested Strategies/Activities</b>  Use a globe or maps to show the landforms found on the Earth and where they are located on the Earth.  Use illustrations to show the landforms that are found on the Earth.  Discuss the climate found in our region.  Discuss what natural resources are found in our area and how to preserve them.  Create A brochure, poster, diorama, etc. displaying some landforms found on the Earth.</p>	<p><b>Suggested Strategies/Activities</b>  Explain to students how people depend on their natural environment to meet their daily needs and give examples.  Have students brainstorm ways they interact with their environment every day.  Have students make a list of recreational activities they do outside and how the environment affects those activities.  Cooperative Groups  Peer Buddies  Think-Pair-Share</p>	<p><b>Suggested Strategies/Activities</b>  Explain to students that landforms such as rivers, mountains etc. serve in both positive and negative ways. Provide examples.  Have students brainstorm how rivers are both helpful and can serve as barriers to cross. Allow time for sharing  Explain how the location of certain physical landforms can promote human settle or hinder. Provide examples.  Cooperative groups  Peer Buddies</p>	<p><b>Suggested Strategies/Activities</b>  Provide students with maps &amp; globes necessary o locate major landforms in the region in which they live.  Have students work in cooperative groups to brainstorm ways that certain landforms affect where businesses are located as well as private housing .  Cooperative Groups  Peer Buddies</p>



				Think-Pair-Share	
<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs up</p> <p><b>Summative</b></p> <p>Projects/Brochures etc. Teacher Constructed Exams Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs up</p> <p><b>Summative</b></p> <p>Projects/Brochures etc. Teacher Constructed Exams Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs up</p> <p><b>Summative</b></p> <p>Projects/Brochures etc. Teacher Constructed Exams Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs Up Open Response Questions Exit slips</p> <p><b>Summative</b></p> <p>Constructed Response Questions Teacher constructed Assessments Open Response Question</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs up Open Response Questions Exit Slips</p> <p><b>Summative</b></p> <p>Constructed Response Questions Teacher Constructed Assessments Open Response Question</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Participation Teacher Observation Classroom activities/assignments Thumbs Up Open Response Exit Slips</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessments Open Response Questions Exit Slips</p>

			Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>	<b>Resources Needed</b>
Social Studies Textbook United Streaming Brain Pop Atlas or Maps Photographs or Illustrations	Social Studies Textbook United Streaming Brain Pop Atlas or Maps Photographs or Illustrations	Social Studies Textbook United Streaming Brain Pop Atlas or Maps Photographs or Illustrations	<b>Social Studies Textbook United Streaming Brain Pop Physical landform maps Study Island Internet</b>	<b>Social Studies Textbook United Streaming Brain Pop Physical Landform Maps Study Island Internet Web-Quests</b>	<b>Social Studies Textbook United Streaming Brain Pop Physical Landform Map Study Island Internet Web-Quests</b>

<b>Weeks 13-14</b>	<b>Weeks 15-17</b>
<b>Unit/Topic</b>	<b>Unit/Topic</b>
Learning About the Past (Historical Perspective)	Important Historical Symbols (Historical Perspective)
<b>In this section IDENTIFY</b>	<b>In this section IDENTIFY</b>

<p><b>CORE CONTENT 4.1</b> <b>Common Core Standards</b></p> <p>SS-EP-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.3</p> <p>Students will describe change over time in communication, technology, transportation and education in the community.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>N/A</p>	<p><b>CORE CONTENT 4.1</b> <b>Common Core Standards</b></p> <p>SS-EP-5.2.1</p> <p>Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>N/A</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<p><b>Identify Sub-Topics</b></p> <p>US History</p>	<p><b>Identify Sub-Topics</b></p> <p>US History</p>	<p><b>Identify Sub-Topics</b></p> <p>US History</p>	<p><b>Identify Sub-Topics</b></p> <p>Patriotic Symbols</p>	<p><b>Identify Sub-Topics</b></p> <p>Patriotic Landmarks</p>	<p><b>Identify Sub-Topics</b></p> <p>Patriotic Holidays</p>
<p><b>I CAN STATEMENTS:</b></p> <p>I can explain how</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can describe how</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can explain how</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can define symbol and</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can define the term</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can define the term</p>

<p>inventions changed the way people live and work throughout history.</p> <p>I can describe what an explorer is and how explorers lead the way to discover new lands, people etc.</p> <p>I can give examples of how technology has changed the way people live and work</p> <p>I can define what a colony is and give an example.</p>	<p>historians use primary sources to learn about past events.</p> <p>I can describe how historians use secondary sources to learn about past events.</p> <p>I can explain what artifacts are and how they are used to learn about the past.</p> <p>I can list different types of artifacts and tell why they would be considered a primary source.</p>	<p>inventions of the past changed the way people live &amp; work throughout history.</p> <p>I can I can identify people who fought for change to bring equal rights to all people.</p> <p>I can define suffrage and explain to another what it means.</p> <p>I can define the term equal rights and explain to another what it means.</p> <p>(Textbook)</p>	<p>give two examples of An American symbol.</p> <p>I can define monument and give two examples of American monuments.</p> <p>I can explain the purpose of the Star spangled banner and sing it lyrics.</p>	<p>landmark and give two examples of American Landmarks.</p> <p>I can explain why our nation sets aside land to become national landmarks and give examples.</p> <p>I can explain why the Statue of Liberty is a national landmark of our country and explain its significance.</p>	<p>holiday and give an example of an American Holiday.</p> <p>I can distinguish between an American Holiday and other holidays.</p> <p>I can explain why Martin Luther King Jr. Day is an American holiday.</p> <p>I can explain why Christmas and Easter are not considered American Holidays but are religious in nature.</p>
<p><b>Critical Vocabulary</b></p> <p>Invention Explorer Technology</p> <p>Colony settlement</p>	<p><b>Critical Vocabulary</b></p> <p>Primary Source Secondary Source Artifacts</p> <p>Decade Century continuity</p>	<p><b>Critical Vocabulary</b></p> <p>Invention Engineer Right Vote Suffrage Slogan Equality Civil Rights</p>	<p><b>Critical Vocabulary</b></p> <p>Symbol Monument Honor Song Statue Star Spangled Banner</p>	<p><b>Critical Vocabulary</b></p> <p>Symbol Monument Landmark Statue of Liberty Underground Railroad</p>	<p><b>Critical Vocabulary</b></p> <p>Holiday American Holiday Martin Luther King Jr. Day Veteran’s Day President’s Day</p>

<p><b>Strategies/Activities</b>  Think Pair Share  Cooperative groups  Peer Buddies  Brainstorm with students what an explorer is and what an explorer does.</p>	<p><b>Strategies/Activities</b>  Think Pair Share  Cooperative Groups  Peer Buddies</p> <p>Explain to students how historians use both primary &amp; secondary sources to learn about past events and give examples.</p>	<p><b>Strategies/Activities</b>  Think Pair Share  Cooperative Groups  Peer Buddies</p> <p>Focus on how inventions changed the way people live &amp; work throughout American history....site additional examples.</p>	<p><b>Strategies/Activities</b></p> <p>Define key vocabulary while providing a list of examples of each.</p> <p>Discuss with students why our country selects different symbols to represent us as a nation.</p> <p>Provide students with examples of Patriotic songs, symbols that represent our nation and explain their significance.</p> <p>Cooperative Groups  Peer Buddies</p>	<p><b>Strategies/Activities</b></p> <p>Define the term Landmark and give examples of famous landmarks that represent our nation.</p> <p>Provide students with a list of famous landmarks including a picture for each landmark and information explaining why it was chosen as a national landmark.</p> <p>Explain why we pick special places to be landmarks and how they are selected.</p> <p>Cooperative Groups  Peer Buddies</p>	<p><b>Strategies/Activities</b></p> <p>Define the term holiday and explain to students that not all holidays are considered are American holidays.</p> <p>Distinguish between an American holiday and other holidays.</p> <p>Provide students with examples of American holidays and why they are significant.</p> <p>Cooperative Groups  Peer Buddies</p>
<p><b>Balanced Assessment:</b>  Formative  Teacher Classroom observation  Thumbs Up  Exit slip  Open Response  Classroom</p>	<p><b>Balanced Assessment:</b>  Formative  Teacher Classroom Observation  Thumbs Up  Exit Slip  Open response  Classroom</p>	<p><b>Balanced Assessment:</b>  Formative  Teacher Classroom observation  Thumbs Up  Exit Slip  Open response  Classroom Assignments &amp;</p>	<p><b>Balanced Assessment:</b>  Formative  Thumbs up Method  Teacher Observation  Classroom assignments &amp; activities  Constructed Response  Exit Slip</p>	<p><b>Balanced Assessment:</b>  Formative  Thumbs Up Method  Teacher Observation  Classroom assignments &amp; activities  Exit Slip</p>	<p><b>Balanced Assessment:</b>  Formative  Thumbs Up Method  Teacher Observation  Classroom assignments &amp; activities  Exit Slip  Constructed Response</p>

<p><b>Assignments &amp; Activities</b></p> <p>Summative Teacher Constructed Assessments Multiple Choice Open Response Constructed Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Assignments &amp; Activities</b></p> <p>Summative Teacher Constructed Assessments Multiple Choice Open Response Constructed Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Activities</b></p> <p>Summative Teacher Constructed Assessments Multiple Choice Open response Constructed response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative Teacher Constructed Assessments Multiple Choice Open Response Constructed Response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p><b>Constructed Response</b></p> <p>Summative Teacher Constructed Assessment Multiple Choice Open Response Constructed Response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative Teacher Constructed Assessment Multiple Choice Open Response Constructed Response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p><b>Resources Needed</b> United Streaming Internet Search Brain Pop Textbook Workbook Social Studies Notebook</p>	<p><b>Resources Needed</b> Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest</p>	<p><b>Resources Needed</b> Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest</p>	<p><b>Resources Needed</b> Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest</p>	<p><b>Resources Needed</b> Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest</p>	<p><b>Resources Needed</b> Textbook Workbook United Streaming Brain Pop Study Island Internet Internet Web-Quest</p>

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Weeks 18-19	Weeks 20-24
<p align="center"><b>Unit/Topic</b></p> <p align="center">Native Americans (Cultures and Societies)</p>	<p align="center"><b>Unit/Topic</b></p> <p align="center">Diverse Cultures of Our World (Cultures and Societies)</p>
<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-5.2.2</p> <p>Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</p> <p>DOK 2</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p> <p align="center"><b>N/A</b></p>	<p align="center"><b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b></p> <p>SS-EP-2.1.2</p> <p>Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p> <p>SS-EP-2.2.1</p> <p>Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</p> <p>SS-EP-2.1.1</p> <p>Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>DOK 1</p>

*IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.*

N/A

Curriculum			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Native Americans	Native Americans	Native Americans	Culture	Culture/Cultural Groups	Culture/Cultural Groups
<p><b>I CAN STATEMENTS:</b> I can identify various Native American Groups of the North American Continent.</p> <p>I can explain the concept that Native American groups differed in beliefs and were divided into subgroups.</p> <p>I can explain how Native Americans used the natural environment in which they lived to meet their basic needs of survival.</p>	<p><b>I CAN STATEMENTS:</b> I can explain how Native Americans viewed Nature.</p> <p>I can identify and discuss lifestyle of Native American groups of the Northwest Coast.</p> <p>I can identify and discuss lifestyle of Native American groups of the Southwest.</p> <p>I can identify and discuss the lifestyle of</p>	<p><b>I CAN STATEMENTS:</b> I can explain why different Native American groups lived in different types of shelters.</p> <p>I can explain how Native American groups used materials in their natural environment to build their shelters and provide examples</p>	<p><b>I CAN STATEMENTS:</b> I can explain what a culture is and give an example.</p> <p>I can identify what characteristics a culture share.</p> <p>I can explain why it is important to learn about all the different cultures of the world today.</p>	<p><b>I CAN STATEMENTS:</b> I can define the term cultural group and give two examples.</p> <p>I can identify my personal cultural group.</p> <p>I can explain how my school is a social institution.</p> <p>I can explain why my family would be considered a cultural group.</p>	<p><b>I CAN STATEMENTS:</b> I can explain how cultural groups borrow and learn new things from one another and provide an example.</p> <p>I can distinguish between a cultural and a social group.</p> <p>I can explain how different cultural groups are helpful to communities.</p>



	<p><b>Native Americans of the Mid-West.</b></p> <p><b>I can identify and discuss lifestyles of Native American groups of the Eastern Woodlands.</b></p>				
<p><b>Critical Vocabulary</b></p> <p><b>Native American Beliefs</b>  <b>Subgroups</b>  <b>Needs</b>  <b>Cultural Groups</b></p> <p><b>Tlingit Group</b>  <b>Hopi Group</b>  <b>Plains Group</b>  <b>Eastern Woodland Group</b></p>	<p><b>Critical Vocabulary</b></p> <p><b>Natural Environment</b>  <b>Lifestyle</b>  <b>Totem Pole</b>  <b>Coup Stick</b></p>	<p><b>Critical Vocabulary</b></p> <p><b>Shelter</b>  <b>Natural Environment</b>  <b>Adobe Clay</b></p> <p><b>Hogan</b>  <b>Pueblo</b>  <b>Tepee</b>  <b>Longhouse</b></p>	<p><b>Critical Vocabulary</b></p> <p><b>Culture</b></p> <p><b>Language</b>  <b>Religion</b>  <b>Beliefs</b>  <b>Customs</b>  <b>Holidays</b></p>	<p><b>Critical Vocabulary</b></p> <p><b>Culture</b>  <b>Cultural Group</b>  <b>Social Institution</b></p>	<p><b>Critical Vocabulary</b></p> <p><b>Culture</b>  <b>Cultural Group</b>  <b>Borrow</b>  <b>Social Group</b>  <b>Community</b>  <b>Family</b></p>
<p><b>Suggested Strategies/Activities</b></p> <p><b>Explain to students that various Native American groups lived through out the North</b></p>	<p><b>Suggested Strategies/Activities</b></p> <p><b>Explain to students how native Americans valued nature and used only what they needed</b></p>	<p><b>Suggested Strategies/Activities</b></p> <p><b>Explain to students that the environment that Native Americans lived in determined</b></p>	<p><b>Suggested Strategies/Activities</b></p> <p><b>Explain to students what a culture is and how people are born onto their cultural</b></p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that our world today is made up of a variety of cultures while providing examples.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students how different groups of people borrow things from one another such</p>

<p><b>American continent.</b></p> <p><b>Explain that Native Americans represent a cultural group but contains many different subgroups.</b></p> <p><b>Explain how Native Americans groups depended on their natural environment to meet their basic needs.</b></p> <p><b>Cooperative groups Peer Buddies</b></p>	<p><b>to meet their basic needs.</b></p> <p><b>Discuss the different lifestyles practiced by various Native American Groups.</b></p> <p><b>Cooperative Groups Peer Buddies</b></p>	<p><b>the shelters in which they lived and provide examples for students.</b></p> <p><b>Discuss the materials Native American groups to build their shelters and provide examples.</b></p> <p><b>Discuss that the lifestyle of the Native American Group also determined the shelter.</b></p> <p><b>Construct Native American Shelters</b></p> <p><b>Cooperative Groups Peer Buddies</b></p>	<p><b>group.</b></p> <p><b>Brainstorm with students the many different characteristics that a culture would share.</b></p> <p><b>Discuss with students how learning about different cultural groups will assist them in understanding our diverse society and why people are different.</b></p> <p><b>Cooperative Groups Peer Buddies</b></p>	<p>Have each student identify their own personal cultural group.</p> <p>Define the term social group.</p> <p>Distinguish between a cultural and social group.</p> <p>Explain to students how their families function as a social group.</p>	<p>as: food, music, dress etc. People may also learnt o speak anew language.</p> <p>Distinguish between a social group and a cultural group while providing student examples.</p> <p>Explain to students that while they are born into their cultural group they select which social groups they participate in.</p> <p><b>Cooperative Groups Peer Buddies Think-Pair-Share</b></p>
<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher classroom Observation Classroom Activities/Assignments Teacher Questioning Entrance/Exit Slips Constructed Response</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Activities/Assignments Teacher Questioning Entrance/Exit Slips Constructed Response</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Activities/ Assignments Teacher Questioning Entrance/Exit Slips Constructed Response</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments/Activities Teacher Questioning Entrance/Exit Slips</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments/Activities Teacher Questioning Entrance/Exit Slips</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Method Teacher Classroom Observation Classroom Assignments/Activities Teacher Questioning Entrance/Exit Slips</b></p>

<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Projects</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Projects</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Projects</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p style="text-align: center;"><b>Summative</b></p> <p style="text-align: center;"><b>Teacher Constructed Exam</b></p> <p style="text-align: center;"><b>Multiple Choice Open Response Constructed Response</b></p> <p style="text-align: center;"><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet Content Reading Books Project Materials</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet Content Reading Books Project Materials</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet Content Reading Books Project Materials</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p> <p style="text-align: center;"><b>Textbook Workbook United Streaming Brain Pop Internet</b></p>

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Weeks 25-27	Weeks 28-30
<b>Unit/Topic</b>  Working Together (Culture and Society)	<b>Unit/Topic</b>  Our Economy (Economics)
<b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b>	<b>In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</b>
<p>SS-EP-2.3.1</p> <p>Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school.</p> <p style="text-align: right;">DOK 2</p> <p>SS-EP-2.3.2</p> <p>Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p>	<p>SS-EP-3.1.1</p> <p>Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p style="text-align: center;">DOK 2</p> <p>SS-EP-3.2.1</p> <p>Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today’s market economy.</p> <p>SS-EP-3.3.1</p> <p>Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p style="text-align: center;">DOK 2</p>

N/A	<p>SS-EP-3.3.2</p> <p>Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p> <p>SS-EP-3.4.1</p> <p>Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p> <p style="text-align: center;">DOK 2</p> <p>SS-EP-3.4.2</p> <p>Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.</p> <p>SS-EP-3.4.3</p> <p>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</p> <p style="text-align: center;"><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p> <p style="text-align: center;">N/A</p>
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CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Conflict Resolution	Conflict Resolution	Conflict Resolution	Economics	Economics	Economics

<p><b>I CAN STATEMENTS:</b> I can describe what it means to interact in a group of peers.</p> <p>I can explain how I interact with my family and give multiple examples.</p> <p>I can explain how I interact with my classmates at school and give multiple examples.</p> <p>I can explain how to solve conflicts with Compromise &amp; Cooperation.</p>	<p><b>I CAN STATEMENTS:</b> I can identify a conflict within a group.</p> <p>I can use conflict resolution strategies to solve conflicts using compromise and cooperation.</p> <p>I can use communication Skills to solve conflicts.</p>	<p><b>I CAN STATEMENTS:</b> I can identify and explain what a cultural group is while providing an example.</p> <p>I can explain why it is important to appreciate and understand different cultural groups.</p> <p>I can explain what may cause differences within cultural groups of people whether it be religion, values &amp; beliefs etc.</p> <p>I can use communication skills to solve conflicts.</p>	<p><b>I CAN STATEMENTS:</b> I can explain Scarcity and give an example of how I experience scarcity in my life.</p> <p>As a daily consumer I can identify various needs &amp; wants I have each day.</p> <p>I can identify what a surplus is and give an example.</p> <p>I understand that experiencing scarcity forces me to make economic decisions in my life.</p> <p>I can give an example of an opportunity cost I have experienced.</p>	<p><b>I CAN STATEMENTS:</b> I can make a list of different goods I use each day.</p> <p>I can make a list of the various services I consume each day.</p> <p>I can define capital resources and provide examples.</p> <p>I can define Human resources and provide examples.</p> <p>I can define Natural resources and provide examples.</p> <p>I can explain the relationship between Supply and demand and explain how it affects cost.</p>	<p><b>I CAN STATEMENTS:</b> I can explain why, how a bank is a financial institution.</p> <p>I can define what a market is and provide an example.</p> <p>I can explain how markets have changed over time and provide examples.</p> <p>I can define the term Interdependence.</p> <p>I can explain how as consumers are interdependent.</p>
<p>Critical Vocabulary</p> <p>Interaction Compromise</p>	<p>Critical Vocabulary</p> <p>Conflict Resolution Problem Solving</p>	<p>Critical Vocabulary</p> <p>Cultural Group Conflict Resolution</p>	<p>Critical Vocabulary</p> <p>Consumer Scarcity Surplus</p>	<p>Critical Vocabulary</p> <p>Goods Services</p>	<p>Critical Vocabulary</p> <p>Market Bank</p>

<p><b>Cooperation</b> <b>Conflict</b> <b>Competition</b></p>	<p><b>Communication</b></p>	<p><b>Tolerate</b> <b>Communication</b></p>	<p><b>Wants</b> <b>Needs</b> <b>Economic Decision</b></p> <p><b>Opportunity Cost</b></p>	<p><b>Human resource</b> <b>Capital Resource</b> <b>Natural Resource</b></p> <p><b>Renewable resource</b> <b>Nonrenewable Resource</b></p> <p><b>Supply</b> <b>Demand</b> <b>Cost</b></p>	<p><b>Interdependence</b></p>
<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that they interact with their family each day while providing examples of various interactions.</p> <p>Explain to students that they interact within a group daily while providing examples of how they interact with their classmates.</p> <p>Explain why it is important to</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that do immerge among different groups of people while providing examples of why conflicts occur.</p> <p>Define Conflict Resolution and give examples of how and when it can be used to solve problems.</p> <p>Explain to students that good communication skills are necessary to solve</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that many different circumstances may arise that may result in conflict among cultural groups while providing examples.</p> <p>Brainstorm ideas to solve conflicts using compromise &amp; cooperation skills.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that we can't have everything we need &amp; want so we make economic decisions.</p> <p>Define surplus while providing examples.</p> <p>Brainstorm various needs &amp; wants making a list with students.</p> <p>Define while providing an example of opportunity cost</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that consumers consume various goods &amp; services everyday.</p> <p>Define Capital, Human and natural resources while providing examples of each.</p> <p>Explain to students the relationship between supply and demand of goods and how it affects the cost of goods &amp; services.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students how a bank functions as a financial institution.</p> <p>Provide students with a list of services provided by banks.</p> <p>Brainstorm a list of today's markets.</p> <p>Explain to students how markets assist consumers in meeting their needs &amp; wants.</p> <p>Discuss how markets</p>

<p>appreciate, learn about and understand the different culture groups found in the world today and we it is important they we interact with all people.</p> <p>Cooperative Groups Peer Buddies</p>	<p>conflicts among groups.</p> <p>Cooperative Groups Peer Buddies</p>		<p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>have changed over the passing of time while providing students with examples.</p> <p>Define the term Interdependence.</p> <p>Explain how all people are interdependent to one another to meet their needs and wants. Provide examples.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>
<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response</p>	<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response Questions Constructed Response</p>	<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response Questions Constructed Response</p>	<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response Questions Constructed Response</p>	<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response Questions Constructed Response</p>	<p>Balanced Assessment: Formative Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</p> <p>Summative Open Response Questions Constructed Response</p>



<p>Questions Constructed Response Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Multiple Choice Questions Class, Group Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Internet</p> <p>Web-Quests</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Internet</p> <p>Web-Quests</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Brain Pop Internet</p> <p>Web-Quests</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Internet</p> <p>Web-Quests</p> <p>Econ &amp; Me</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Internet</p> <p>Web-Quests</p> <p>Econ &amp; Me</p>	<p>Resources Needed</p> <p>Textbook Workbook United Streaming Internet</p> <p>Web-Quests</p> <p>Econ &amp; Me</p>
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 31</b>	<b>Week 32</b>	<b>Week 33</b>	<b>Week 34</b>	<b>Week 35</b>	<b>Week 36</b>
<b>Identify</b>	<b>Identify</b>	<b>Identify</b>	<b>Identify</b>	<b>Identify</b>	<b>Identify</b>

<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>Kentucky Geography</b></p>	<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>Kentucky History</b></p>	<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>Kentucky History</b></p>	<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>Us History</b></p> <p align="center"><b>English Colonies</b></p>	<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>US History</b></p> <p align="center"><b>American Revolution</b></p>	<p align="center"><b>Sub-Topics</b></p> <p align="center"><b>Current/World Events</b></p>
<p><b>I CAN STATEMENTS:</b></p> <p>I can name the five regions of Kentucky and name one physical characteristic of each region.</p> <p>I can explain how the geography of Kentucky affects human settlement patterns.</p> <p>I can describe Kentucky's geography by its physical characteristics.</p> <p>I can describe Kentucky's Geography by its human characteristics.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can describe how Kentucky became a state.</p> <p>I can explain what the early settlers of Kentucky were like and how they came into the land known as Kentucky.</p> <p>I can describe the life of early settlers in Kentucky and give details to support my description.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can explain how settlers used the natural resources found in Kentucky to meet their needs and wants.</p> <p>I can explain how settlers and Native Americans interacted during the settlement of Kentucky.</p> <p>I can name Kentucky's: motto, nickname, bird, tree and other important symbols.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can name the first permanent English colony in North America and explain how it became successful.</p> <p>I can list reasons why people wanted to come to the English colonies during the 1600-1700's.</p> <p>I can explain why colonists began to grow very unhappy with their treatment from England.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can list and explain the causes of the American Revolution.</p> <p>I can name the Commander of the Continental Army and explain why his leadership was so important.</p> <p>I can explain the outcome of the American Revolution.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can name a current event and explain its importance.</p> <p>I can explain how current events shape the perspectives that Americans Have today affecting the decisions we make as a country.</p> <p>I can write an article describing a current event.</p>

<p><b>Critical Vocabulary</b></p> <p><b>Geography</b> Physical Characteristics Human Characteristics</p> <p><b>Region</b> Hemisphere Equator Continent</p>	<p><b>Critical Vocabulary</b></p> <p><b>Settlers</b> Trailblazer Cumberland Gap Wilderness Road</p>	<p><b>Critical Vocabulary</b></p> <p><b>Natural Resource</b> Renewable Resource Nonrenewable Resource</p> <p><b>Interact</b> Symbol Motto</p>	<p><b>Critical Vocabulary</b></p> <p><b>Colony</b> Colonist Colonization</p> <p>Jamestown Cash Crop</p> <p>Taxes</p>	<p><b>Critical Vocabulary</b></p> <p><b>Revolution</b> American Revolution Continental Army Revolt Liberty</p> <p>Treaty of Paris</p>	<p><b>Critical Vocabulary</b></p> <p><b>Current Event</b> Perspective Article</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Use physical maps to explain the physical geography of Kentucky.</p> <p>Instruct students as to the unique characteristics of each region.</p> <p>Explain the difference in how regions can be described by its physical and human characteristics.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain the process of how Kentucky gained its statehood.</p> <p>Describe how the geography of Kentucky provided settlers obstacles as well as advantages. Provide examples.</p> <p>Cooperative groups Peer Buddies Think-Pair-Share</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that Kentucky that the physical geography of Kentucky provided settlers with many useable natural resources. Provide examples.</p> <p>Explain how settlers moving onto Native American Land caused conflict with Native American tribes.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students how Jamestown became the first permanent English settlement in North America.</p> <p>Brainstorm the various reasons why people wanted to leave England and journey to North America to live in the colonies. Provide examples.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Brainstorm with students the causes of the American Revolution with the number one cause being Taxation without Representation.</p> <p>Explain to students how George Washington’s leadership helped colonists win the revolution.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students how current events shape the decisions we make as a country. Provide examples.</p> <p>Brainstorm current events with students making a chart on the board.</p> <p>Model how to correctly write an article with all parts.</p>

<p><b>Explain how physical characteristics determine human settlement patterns.</b></p> <p><b>Cooperative Groups</b></p>		<p><b>Provide Examples.</b></p> <p><b>Provide information as to symbols that represent Kentucky.</b></p> <p><b>Cooperative groups</b> <b>Peer Buddies</b></p>	<p><b>Describe what took place in the colonies that made the colonists upset with England and the King.</b></p> <p><b>List causes of American revolution.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>	<p><b>Explain the outcome of the war. Provide student examples.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>	<p><b>Share with students articles covering current events.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>
<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments/Activities</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments/Activities</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments/Activities</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments/Activities</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>	<p><b>Balanced Assessment: Formative</b></p> <p><b>Thumbs Up Method Classroom Assignments/Activities</b> <b>Teacher Observation</b> <b>Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Teacher Made Exams</b> <b>Constructed Response</b></p>

<p><b>Extended Response Multiple Choice</b></p>	<p><b>Extended Response Multiple Choice</b></p>	<p><b>Extended Response Multiple Choice</b></p>	<p><b>Extended Response Multiple Choice</b></p>	<p><b>Extended Response Multiple Choice</b></p>	<p><b>Extended Response Multiple Choice</b></p> <p><b>Class, Group Projects</b></p>
<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet</b></p> <p><b>Kentucky Content Reading Books</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet</b></p> <p><b>Kentucky Content Reading Books</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet</b></p> <p><b>Kentucky Content Reading Books</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet Study Island Brain Pop</b></p> <p><b>We-Quests</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet Study Island Brain Pop</b></p> <p><b>We-Quests</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook Work Book Internet Study Island Brain Pop</b></p> <p><b>We-Quests</b></p>