

Textbook Information

Name of Textbook: Harcourt Social Studies
Publisher: Houghton Mifflin Harcourt
Publication Year: 2012
ISBN: 978-0-153-85897-0

Course Resources:

Social Studies Outcomes.docx

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
whole Year						
Unit 1 Communities Around Us <i>(updated 6/3/20)</i>	3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue. 3-5.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry. 3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry 3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions. 3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim. 3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim. 3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim. 3-5.SS.Inq4.a.i(I) Communicate conclusions from a variety of teacher-provided presentation options. 3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student. 3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. 3-5.SS.BH1.a.4(I) Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. 3-5.SS.BH1.b.4(I) Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-identity and identity. 3-5.SS.BH2.a.4-5(I) Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. 3-5.SS.BH2.b.4(I) Give examples of how people from different cultures develop different values and ways of interpreting experiences		What is a community and how are they different? How can you learn about your community? What are urban, suburban, and rural communities?	Identify that citizens are part of a community and culture Explain how people in a community depend on one another Recognize that communities use rules and laws to keep people safe Recognize that communities are unique and have different geographies, histories and jobs Compare and contrast communities Recognize that communities exist in different countries all over the world Identify how people in different communities communicate with each other Explain how nations help each other Explain cardinal and intermediate directions on a map's compass rose Identify and use a map scale Calculate the distance from one location to another on a map Identify the features of an urban community Compare and contrast urban communities in the US Identify how a grid system makes it easier to find exact location. Use a grid system to identify locations on a map Identify the features of a suburban community Compare urban and suburban areas	Homework & Practice Skills Lessons Chapter Tests Unit Tests Projects	Discuss the community of the Church and our jobs in this community. Discuss the commandments and reference to our neighbor.

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	<p>3-5.SS.BH3.a.5(I) Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p> <p>3-5.SS.BH4.a.i(I) Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p>			<p>suburban areas Explain why people settle in suburban areas Identify the features of a rural community Compare a rural area to urban and suburban communities Identify connections between rural, suburban, and urban areas</p>		
<p>Unit 2 Communities and Geography (updated 6/3/20)</p>	<p>3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue.</p> <p>3-5.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry</p> <p>3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p>3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim.</p> <p>3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(I) Communicate conclusions from a variety of teacher-provided presentation options.</p> <p>3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</p> <p>3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>3-5.SS.Geog1.a.4-5(I) Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>3-5.SS.Geog1.b.i(I) Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p>3-5.SS.Geog1.c.4-5(I) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>3-5.SS.Geog2.a.3(I) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).</p> <p>3-5.SS.Geog2.b.5(I) Investigate push and pull factors of movement in their community, state, country, and world.</p>		<p>How can you find a community's location? What are the physical features of a community? How does the environment affect people? How can people care for the environment?</p>	<p>Use geographic tools to locate communities Use hemisphere, and equator to find locations Explore relative location Use maps to understand surroundings Identify that absolute location is defined by latitude and longitude Develop skills to locate places using latitude and longitude. Recognize and describe physical characteristics of places Identify landforms, climate, and vegetation of communities. Explain how physical processes change the Earth's ecosystem Identify and explain the purpose and elements of landform maps Identify the physical features of communities in the US Identify the five geographical regions of the US Explain that regions can share both physical and human characteristics. Describe how communities can be part of more than one region Identify both living and non-living natural resources. Identify the importance of renewable and non-renewable resources Identify human and physical characteristics of different places Recognize factors that influence human settlement and how humans adapt to their environment Identify that natural disasters can change the</p>	<p>Homework & Practice Skills Lessons Chapter Tests Unit Tests Projects</p>	<p>Explore the church community. Discuss God's creation and the way he created certain geographical features.</p>

	<p>Community, state, country, and world.</p> <p>3-5.SS.Geog2.c.5(I) Describe population changes in their state, and country over time.</p> <p>3-5.SS.Geog2.d.4-5(I) Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p>3-5.SS.Geog3.a.5(I) Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p> <p>3-5.SS.Geog3.b.4(I) Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p>3-5.SS.Geog4.a.4(I) Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p>3-5.SS.Geog5.a.3-4(I) Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p> <p>3-5.SS.Geog5.b.5(I) Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p>			<p>environment</p> <p>Explore the purpose of pictographs</p> <p>Explore that different graphs an present the same information.</p> <p>Read and interpret information using pictographs and bar graphs</p> <p>Recognize that people modify the environment to meet basic needs</p> <p>Identify ways people modify the environment for transportation, farming and mining</p> <p>Identify ways people modify the environment to meet basic needs.</p> <p>Identify ways people modify the environment for transportation, farming and mining</p> <p>Identify ways people modify the environment to control water and generate electricity.</p> <p>Identify ways people negatively affect the environment</p> <p>Explore how citizens can care for the environment</p> <p>Identify ways people have affected the environment and analyze the consequences.</p> <p>Describe how citizens make the community a better place in which to live by working to preserve the environment.</p>		
<p>Unit 3 Communities Over Time</p> <p><i>(updated 6/3/20)</i></p>	<p>3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue.</p> <p>3-5.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry</p> <p>3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p>3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim.</p> <p>3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(I)</p>		<p>How do communities change and stay the same?</p> <p>How have people changed communities?</p> <p>Who formed the first communities in North America?</p> <p>How did the United States grow and change?</p>	<p>Describe how the past, present, and future are all connected</p> <p>Identify the ways communities change over time and stay the same</p> <p>Interpret a simple historical time line</p> <p>identify how a time line can be divided into different time periods.</p> <p>Explore how people such as George Stephenson and William Jenny helped communities grow.</p> <p>Identify how people such as Susan B. Anthony, Elizabeth Cady Stanton, Mohandas Gandhi, and Dr. Martin Luther King, Jr. created</p>	<p>Homework & Practice</p> <p>Skills Lessons</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Projects</p>	<p>Discuss the gifts and talents God gave to inventors to help our communities grow over time.</p>

<p>Communicate conclusions from a variety of teacher-provided presentation options.</p> <p>3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</p> <p>3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>3-5.SS.Hist1.a.i(I) Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p>3-5.SS.Hist1.b.i(I) Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p>3-5.SS.Hist2.a.i(I) Describe patterns of continuity over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.b.i(I) Describe patterns of change over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.c.i(I) Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p>3-5.SS.Hist3.a.i(I) Compare events in Wisconsin history to a current issue or event.</p> <p>3-5.SS.Hist3.b.i(I) Identify different historical perspectives regarding people and events in the past</p> <p>3-5.SS.Hist3.c.i(I) Explain how historical events have possible implications on the present</p> <p>3-5.SS.Hist4.a.i(I) Describe the historical context (situation) of a primary or secondary source.</p> <p>3-5.SS.Hist4.b.i(I) Describe the significance of the intended audience of a primary or secondary source.</p> <p>3-5.SS.Hist4.c.i(I) Describe the intended purpose of a specific primary or secondary source.</p> <p>3-5.SS.Hist4.d.i(I) Describe the impact of the POV of the author has on a primary or secondary source.</p>	<p>Identify how, why, and create change.</p> <p>Identify that inventions cause changes in many different areas. Identify inventions that have changed communication, transportation, and daily lives.</p> <p>Explore the use of a flowchart.</p> <p>Identify the steps in a flowchart</p> <p>Create a flowchart</p> <p>Identify ways the ancient civilizations influence life today</p> <p>Describe the ancient civilization of Mesopotamia, Sumer, Egypt, China, Greece, Rome, Mali</p> <p>Compare and contrast Native American Tribes</p> <p>Describe the culture, housing economy and other ways of life Native Americans</p> <p>Identify Native American groups as either primarily hunting or farming communities.</p> <p>Recognize that people have different perspectives concerning changes.</p> <p>Identify how history is interpreted by people differently.</p> <p>Identify the reasons for exploration</p> <p>Identify and Describe European settlements in North America</p> <p>Describe the interactions between Native Americans and settlers</p> <p>Identify why and how the colonists fought for freedom from England</p> <p>Identify the major elements and people of the Revolutionary War</p> <p>Explore the role of important documents in US history</p> <p>Describe Changes that have led to the growth of the United States</p> <p>Explore causes and effects of events in US history</p> <p>Compare history maps of the US at two different times in history</p> <p>Compare history maps of your community</p> <p>Use primary sources to</p>
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<p>Unit 4 Citizens and Governments <i>(updated 6/3/20)</i></p>	<p>3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue.</p> <p>3-5.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry</p> <p>3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p>3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim.</p> <p>3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(I) Communicate conclusions from a variety of teacher-provided presentation options.</p> <p>3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</p> <p>3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>3-5.SS.PS1.a.i(I) Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p> <p>3-5.SS.PS1.b.4-5(I) Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p>3-5.SS.PS2.a.i(I) Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p>3-5.SS.PS2.b.5(I) Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p> <p>3-5.SS.PS2.c.4-5(I) Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p> <p>3-5.SS.PS3.a.4-5(I) Investigate reasons why citizens participate in elections.</p>		<p>What are our rights? What are our responsibilities? What are the three branches and levels in the government? How do other world communities govern their people?</p>	<p>Identify and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly. Explore the purpose of the Bill of Rights Identify and explain the voting process Identify that citizens have responsibilities Identify voting, obeying laws, respecting others, and paying taxes as responsibilities Explore the concept of common good and how people help work for the common good Describe the traits of a good citizen Identify people in history who have been good citizens Identify everyday heroes in a community Explain how Cesar Chavez worked to ensure fair treatment of migrant farm workers Identify what a decision is Discuss choices and alternatives Identify the three levels of government Identify and describe the three branches of the national government Identify government services Identify the purpose of government as listed in the Preamble to the US Constitution. Explain how the US constitution fosters self government in a democracy Explain the basic types, purposes, and structures of city and country governments Identify goods and services that local government provide Explain how local taxes support community services Explore the characteristics and purpose of a road map. Explore how to use a road map Use a road map to write directions to get from one</p>	<p>Homework & Practice Skills Lessons Chapter Tests Unit Tests Projects</p>	<p>Explore the gifts God has given us to explore His beautiful creation around us. Discuss God's gift of government and our responsibility as a citizen.</p>

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	<p>Identify their role in government at the local, state, tribal, and federal levels.</p> <p>3-5.SS.PS3.b.3-4(I) Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).</p> <p>3-5.SS.PS3.c.4-5(I) Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p> <p>3-5.SS.PS3.d.5(I) Provide examples of how different governments solve problems.</p> <p>3-5.SS.PS4.a.i(I) Compile relevant information to form a political argument and taking other points of view into account.</p> <p>3-5.SS.PS4.b.5(I) Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</p>			<p>...to get from one location to another</p> <p>Identify the steps used to make a decision.</p> <p>Identify the steps used to make a decision.</p>		
<p>Unit 5 People in Communities <i>(updated 6/3/20)</i></p>	<p>3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue.</p> <p>3-5.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry</p> <p>3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p>3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim.</p> <p>3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(I) Communicate conclusions from a variety of teacher-provided presentation options.</p> <p>3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</p> <p>3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>3-5.SS.BH1.a.4(I) Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.</p> <p>3-5.SS.BH1.b.4(I) Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p> <p>3-5.SS.BH2.a.4-5(I) Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p>3-5.SS.BH2.b.4(I) Give examples of how peoples from different cultures develop different values and ways of interpreting</p>		<p>What different cultures can be found in the US? What makes up our American heritage? How do people express their culture? How are customs different around the world?</p>	<p>Identify reasons why people move and settle in new places Describe immigrants' arrival and living conditions in the US Identify reasons why people move within a country Identify that a population map shows patterns of settlement Recognize that population density shows the number of people living in a given area. Explore how different groups share their cultures in the US Compare and contrast cultures and diversity in communities Identify ways that immigrants contribute to communities. Recognize literature, art, music, dance, architecture, and religion as expressions of culture Compare and contrast the many ways people express their culture Distinguish fact from fiction Identify that legends are fiction that may contain some facts Explore how stories help define culture and share ideas of people around the world Recognize the ways people use stories to communicate Identify St. Patrick's Day,</p>	<p>Homework & Practice Skills Lessons Chapter Tests Unit Tests Projects</p>	<p>Talk about our cultural ties here at trinity. Take a walk through the historical grounds. Talk about what holidays we celebrate as Christians What traditions do we follow and why they are important.</p>

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	<p>develop different values and ways of interpreting experiences</p> <p>3-5.SS.BH3.a.5(I) Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p> <p>3-5.SS.BH4.a.i(I) Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p>			<p>Cinco de Mayo, Kwanzaas examples of cultural holidays. Compare and contrast how different cultural group celebrate the new year.</p>		
<p>Unit 6 Working in Communities <i>(updated 6/3/20)</i></p>	<p>3-5.SS.Inq1.a.i(I) Develop list of open and closed-ended questions on a topic or issue.</p> <p>3-5.SS.Inq1.b.i(I) Develop list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>3-5.SS.Inq2.a.i(I) Gather a variety of resources into categories to guide the inquiry</p> <p>3-5.SS.Inq2.b.i(I) Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p>3-5.SS.Inq3.a.i(I) Create a thesis statement based on evidence found in sources to make a claim.</p> <p>3-5.SS.Inq3.b.i(I) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(I) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(I) Communicate conclusions from a variety of teacher-provided presentation options.</p> <p>3-5.SS.Inq4.b.i(I) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</p> <p>3-5.SS.Inq5.a.i(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>3-5.SS.Econ1.a.3(I) Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p>3-5.SS.Econ2.a.3-4(I) Compare two product markets found in the local community. Differentiate between goods and services.</p> <p>3-5.SS.Econ2.b.4-5(I) Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a food item), and competition in the product market.</p> <p>3-5.SS.Econ2.c.3(I) Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>3-5.SS.Econ3.a.4(I) Investigate how the cost of things changes over time.</p> <p>3-5.SS.Econ3.b.5(I) Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p>3-5.SS.Econ4.a.3(I) Trace the chain of supply for a needed product (e.g., food, shelter).</p> <p>3-5.SS.Econ4.b.4-5(I)</p>		<p>How do people in a community depend on one another? Why do people and countries trade with each other? How do families earn, spend, and save money? How do businesses around the world make money?</p>	<p>Identify consumer and producers and understand that they are dependent on one another Understand the importance of entrepreneurship Explore the world of work Explore how Madame C.J. Walker's success was based on her reputation for trustworthiness Identify the three types of resources used in a business. Recognize the difference between human, natural, and capital resources. Identify the types of resources used by a specific type of business Explore the uses of specific types of business Identify the uses of special purpose maps Describe the land uses of a state Read, interpret, and draw land use and product maps. Explain why countries import and export goods Identify how transportation has improved the quality of goods and services Describe and demonstrate the responsibilities of being a good citizen by volunteering Name people involved in government who volunteer Identify how technology has changed the economy of communities worldwide Explain how improvements in communication have affected businesses. Distinguish between fact and opinion in an advertisement Differentiate between fact, fiction, and opinion Identify that computers are primary sources that show changes in culture and economics. Explore how computers have changed over time</p>	<p>Homework & Practice Skills Lessons Chapter Tests Unit Tests Projects</p>	<p>Explore the gifts God gives us in our communities. God provides - God provides jobs, homes, resources, etc.</p>

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Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.
Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).

3-5.SS.Econ4.c.5(I)

Discuss reasons a government taxes people.

3-5.SS.Econ5.a.3(I)

Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

3-5.SS.Econ5.a.3(I)

Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).

have changed over time.

Identify that bartering is a direct exchange of good and services

Recognize money as a means of exchange

Identify different forms of money used over time

Identify and explain free markets

Explain that competition in a free market economy affects pricing.

Explore how supply and demand affects pricing.

Explore how people earn income and the types of work they do

Explain the relationship between saving and spending

Recognize the skills used to make economic decisions

Recognize how to make an economic choice when spending money.

Explore trade-offs and opportunity costs

Recognize different perspectives about spending, saving, and sharing money

Recognize the decision making process for making wise economic decisions.

Identify the businesses around the world depends on each other

Recognize that smaller businesses are important parts of communities.

Use community resources to explore the local economy

Create advertisements for goods and services that are sold in the local community.