

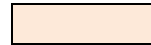


# FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2013

Subject Content: Social Studies Grade Second



Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
<p style="text-align: center;"><b>Rules and Laws (Government and Civics)</b></p>	<p style="text-align: center;"><b>Local Government (Government and Civics)</b></p>
<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>SS-EP-1.1.2</b> Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, and teams) and compare rules with laws. <b>DOK 2</b></p> <p><b>SS-EP-1.3.2</b> 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><i>SS-EP-1.1.1</i> <i>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).</i></p> <p style="text-align: center;"><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;"><b>N/A</b></p>	<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><i>SS-EP-1.1.1</i> <i>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).</i></p> <p><i>SS-EP-1.2.1</i> 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><i>SS-EP-1.3.1</i> Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p>



<p>rules laws rights clubs teams organizations community</p>	<p>citizenship responsibility community service donating recycling reuse conserving/conservation volunteer</p>	<p>local government democracy democratic ideas voting organizations responsibility rights equality</p>	<p>Mayor City council</p>	<p>Citizenship Citizen Vote Opinion</p>	<p>Service Government service Fire Department Police Parks</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Discuss classroom and school rules and consequences</p> <p>Discuss the district discipline policy</p> <p>Create classroom and school rules and consequences</p> <p>Perform classroom jobs/duties</p> <p>Observe and discuss</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Use current events and daily life activities to discuss why it is important to be a good citizen.</p> <p>Discuss community and state laws as they apply to the students and as they come up in informal discussions (i.e. Crossing at the crosswalk, driving and voting at certain ages, recycling, etc.)</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Discuss civil rights and the Constitution as part of conflict resolution lessons and historical discussions.</p> <p>Discuss current elections.</p> <p>Participate in mock elections.</p> <p>Vote to make choices (i.e., naming the class pet, selecting a reward video, selecting a team name, etc.).</p> <p>Developing a classroom “Bill of Rights”.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Discuss the important job of being a town mayor.</p> <p>Give examples of jobs that a mayor would be responsible for doing.</p> <p>Role Play Cooperative Groups Peer Buddies Role Play Guest Speakers</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain how the Local level of government provides its citizens with services like roads, parks and local police.</p> <p>Cooperative groups Peer Buddies Think-Pair Share Role Play Guest Speakers</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain that a service is when someone performs something for you that helps you meet a need or want.</p> <p>Identify some services provided to citizens by their local level of government such as: roads, parks, police, fire departments</p>

<p>information on United Streaming videos concerning rules and laws</p> <p>Use current events and daily life activities to discuss the purpose of specific laws</p>					
<p><b>Balanced Assessment: Formative</b></p> <p>Participation /Observation</p> <p>Completion of classroom jobs/duties</p> <p>Development of classroom rules</p> <p>Open Response: Identify and discuss a specific law that affects our daily life.</p> <p><b>Summative</b></p> <p>Open Response: Define rules. Describe THREE</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Open Response: A. Identify TWO things that a person can do to be a good citizen. B. Explain why those TWO things are important.</p> <p>Open Response: Explain THREE examples of the roles and responsibilities of a "good" citizen.</p> <p><b>Summative</b></p> <p>Open Response: Define Citizenship; Describe THREE ways</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Open Response: Identify and discuss a specific law that affects a current event.</p> <p><b>Summative</b></p> <p>Open Response: 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><b>Balanced Assessment: Formative</b></p> <p>Teacher Observation</p> <p>Open Response</p> <p>Questions</p> <p>Thumbs up.</p> <p>Classroom activities/ assignments</p> <p><b>Summative</b></p> <p>Constructed Response</p> <p>Teacher Constructed Assessment</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Teacher Observation</p> <p>Open Response</p> <p>Questions</p> <p>Thumbs Up</p> <p>Classroom/ activities/ assignments</p> <p><b>Summative</b></p> <p>Constructed Response</p> <p>Teacher Constructed Assessment</p> <p>Project: Brochure</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Teacher Observation</p> <p>Open Response</p> <p>Questions</p> <p>Thumbs up</p> <p>Classroom activities/ assignments</p> <p><b>Summative</b></p> <p>Constructed Response</p> <p>Teacher Constructed Exams</p> <p>Project: Brochure</p>

<p>classroom or school rules and their consequences.</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p>to be a good citizen.</p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>		<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</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> <p>Social Studies Resource Book</p> <p>Internet</p> <p>United Streaming videos: Community Rules and Laws, Community Rules and Laws, Second Edition</p> <p>Guest Speakers</p>	<p><b>Resources Needed</b></p> <p>Social Studies Resource Book</p> <p>Internet</p> <p>United Streaming videos: Citizenship in the Community TLC Elem. School; Understanding Good Citizenship</p> <p>Guest speakers</p>	<p><b>Resources Needed</b></p> <p>Social Studies Resource Book</p> <p>Internet</p> <p>Open Response Bank: <a href="http://fmpweb1.jefferson.k12..ky.us/OpenResponseBank/FMPro">http://fmpweb1.jefferson.k12..ky.us/OpenResponseBank/FMPro</a></p> <p>Guest Speakers</p> <p>Field Trips</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain –Pop Study Island Time for Kids Internet</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain-Pop Study Island Time for Kids Internet</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain-Pop Study Island Time for Kids Internet</p>

<p>Junior Achievement</p> <p>PowerPoints:  <a href="http://www.pppst.com">www.pppst.com</a>          (geography and regions)</p>					
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Weeks 7-9	Weeks 10-12
<p><b>Map Skills (Geography)</b></p>	<p><b>Different Regions in Our World (Geography)</b></p>
<p><b>CORE CONTENT 4.1</b></p> <p><i>SS-EP-4.1.1 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.</i></p> <p><i>SS-EP-4.1.2 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.</i></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><b>N/A</b></p>	<p><b>CORE CONTENT 4.1</b></p> <p><i>SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</i></p> <p><i>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).</i></p> <p><i>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth's surface.</i></p> <p><i>SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world.</i></p> <p><b>SS-EP-4.4.1</b></p>

**Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).**  
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*SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.*

**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**

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Geography	Geography	Geography	Geography	Geography	Geography

<p><b>I CAN STATEMENTS:</b></p> <p>I can identify a map and correctly read its contents such as: map key, scale, compass rose.</p> <p>I can identify a globe pointing out the seven large continents of land and oceans.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can define the word landform and discuss the landform mountains that we have in the Eastern Mountain Coalfield region.</p> <p>I can name the Appalachian</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can identify natural resources found in my environment.</p> <p>I can identify renewable resources in my environment.</p> <p>I can identify non-renewable resources in</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can explain how I use my environment to meet my needs and wants.</p> <p>I can locate major bodies of water on a map and globe.</p> <p>I can explain how rivers are used.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can explain how people use technology to meet their needs and wants.</p> <p>I can identify ways I use technology to meet my needs and wants.</p>	<p><b>I CAN STATEMENTS:</b></p> <p>I can Explain how mountains and bodies of water affect where people live.</p> <p>I can name the major landforms around where my house is located.</p> <p>I can explain how</p>
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<p>I can identify and explain what a landform is and give an example.</p>	<p>Mountains and locate them on a map.</p> <p>I can give the Appalachian mountains relative location.</p>	<p>my environment.</p>			<p>mountains and rivers can act as barriers.</p>
<p><b>Critical Vocabulary</b></p> <p>Map Globe Continent Map key Map Scale Symbol Ocean landform</p>	<p><b>Critical Vocabulary</b></p> <p>Mountain  Relative location Barrier</p>	<p><b>Critical Vocabulary</b></p> <p>Resource Natural Resource Renewable Resource Non-Renewable Resource Recycle Pollution Environment Fossil fuel</p>	<p><b>Critical Vocabulary</b></p> <p>River Needs wants</p>	<p><b>Critical Vocabulary</b></p> <p>Technology Machines</p>	<p><b>Critical Vocabulary</b></p> <p>Mountain Review (Barrier) Physical Land Form</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Discuss different maps and what information that can be displayed on a map</p> <p>Discuss the parts of a map to ensure students</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Review mountains as a landform. Discuss how mountains affect our way of life in Eastern Ky. Explain how</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Discuss what a natural resource is and give examples.</p> <p>Identify and distinguish between a renewable and non-renewable</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain the function of a river and how it can serve as a transportation route or be a barrier to cross.</p> <p>Discuss with students</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Discuss the term technology with students explaining how we use technology to build homes &amp; roads.</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Discuss with students how mountains can serve as barriers determining human settlement patterns.</p> <p>Explain to students that</p>



<p>know how to correctly read a map. (Map Key, symbols, map scale) Have students identify on a globe the seven continents and different oceans of the earth.</p> <p>Cooperative groups Peer Buddies</p>	<p>mountains can serve as protectors or barriers to human activity. Explain relative location by giving student examples to promote learning.</p> <p>Cooperative Groups Peer Buddies</p>	<p>resource.</p> <p>Describe how pollution affects the earth.</p> <p>Discuss how recycling will benefit our environment.</p>	<p>what needs they have. Discuss with students the many needs they have to survive. Describe how people depend on their physical environment to survive.</p> <p>Cooperative Groups Peer Buddies</p>	<p>Brainstorm various machines that people use to complete work &amp; tasks.</p> <p>Cooperative groups Peer Buddies Think-Pair-Share</p>	<p>mountains are physical landforms located on the earth that can serve as barriers but also provide protection.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>
<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom activities/ Assignments Thumbs up</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Exam Projects: Drawing and labeling maps etc.</p>	<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom Activities/ Assignments Thumbs up</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessment Projects: Landform maps/mountains etc.</p>	<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom Activities/ Assignments Thumbs Up</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessment Projects: Recycle plans etc.</p>	<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom assignment/activities Thumbs up.</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessment Projects</p>	<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom assignment/activities Thumbs Up</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessment Projects</p>	<p><b>Balanced Assessment:</b> Formative Teacher Observation Open Response Questions Classroom assignments/activities Thumbs up</p> <p><b>Summative</b></p> <p>Constructed Response Teacher Constructed Assessment Projects</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain-Pop Time For Kids Study Island Internet Globe Maps</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain-Pop Time For Kids Study Island Internet Model (Mountains)</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet Pictures etc.</p>	<p><b>Resources Needed</b></p> <p>Textbook Workbook United Streaming Brain Pop Study Island Internet Pictures etc.</p>

<p><b>Weeks 13-15</b></p>	<p><b>Weeks 16-18</b></p>
<p><b>Learning About the Past (Historical Perspective)</b></p>	<p><b>Important Historical Symbols (Historical Perspective)</b></p>

<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><i>SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</i></p> <p><i>SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community</i></p> <p style="text-align: center;"><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 style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>SS-EP-5.2.1</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p style="text-align: center;"><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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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics  US History	Identify Sub-Topics  US History	Identify Sub-Topics  Primary/Secondary sources	Identify Sub-Topics  Patriotic Symbols	Identify Sub-Topics  Patriotic Landmarks	Identify Sub-Topics  Patriotic Holidays
<b>I CAN STATEMENTS:</b> I can define what	<b>I CAN STATEMENTS:</b> I can distinguish	<b>I CAN STATEMENTS:</b> I can distinguish between	<b>I CAN STATEMENTS:</b> I can define symbol and	<b>I CAN STATEMENTS:</b> I can define the term	<b>I CAN STATEMENTS:</b> I can define the term

<p>history means.</p> <p>I can explain what freedom is and give one example of a freedom I have as an American citizen.</p> <p>I can explain what it means to change and give an example of how something has changed over time. Example: Transportation.</p> <p>I can explain what a landmark is and give an example.</p>	<p>between the Past, Present, Future.</p> <p>I can explain details of what early Americans were like.</p> <p>I can talk about the life of an early American settler.</p> <p>I can explain what a colony is.</p>	<p>a primary and secondary source.</p> <p>I can explain how historians use a primary source and a secondary source to learn about historical events.</p>	<p>give an example of an American symbol.</p> <p>I can define monument and give examples of American monuments.</p> <p>I can explain the purpose of the Star Spangled Banner.</p>	<p>landmark and give an example of an American landmark.</p> <p>I can explain why our nation sets aside land to become national landmarks and give an example.</p> <p>I can explain why the Statue of Liberty is a national Landmark of our country.</p>	<p>holiday and give an example of an American Holiday.</p> <p>I can explain the difference between an American holiday and other holidays.</p> <p>I can explain why Martin Luther King Day is an American holiday.</p>
<p><b>Critical Vocabulary</b></p> <p>Change History Freedom</p> <p>Independence Landmark</p>	<p><b>Critical Vocabulary</b></p> <p>Past Present Future Colony Settlers</p> <p>Distinguish</p>	<p><b>Critical Vocabulary</b></p> <p>Primary Source Secondary Source History Historian Distinguish</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</p>

<p><b>Strategies/Activities</b></p> <p>Explain to students that history is those events that make up our past.</p> <p>Explain what the term freedom means and provide examples of freedoms that students have every day as an American citizen.</p> <p>Describe how things change over time while providing student examples to relate to.</p> <p>Cooperative Groups Peer Buddies Pop-Corn Reading</p>	<p><b>Strategies/Activities</b></p> <p>Discuss how past, present and future events make up our country's history.</p> <p>Explain what an early American family would look like and give examples.</p> <p>Define what a colony is and give examples of what they were like.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p><b>Strategies/Activities</b></p> <p>Explain what a primary source is and give examples.</p> <p>Explain what a secondary source is and give examples.</p> <p>Explain how historians learn about events from the past.</p> <p>Explain why a textbook is a secondary source.</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 student 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 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.</p> <p>Explain why we pick special places to be landmarks.</p> <p>Cooperative Groups Peer Buddies</p>	<p><b>Strategies/Activities</b></p> <p>Define holiday and explain to students that not all holidays 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: Formative Teacher Observation Open Response</b></p>	<p><b>Balanced Assessment: Formative Teacher Observation Open Response</b></p>	<p><b>Balanced Assessment: Formative Teacher Observation Open Response</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Teacher Observation</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Teacher Observation</b></p>	<p><b>Balanced Assessment: Formative Thumbs Up Teacher Observation</b></p>

<p>Questions Thumbs up Classroom assignments/activities Constructed Response/Short Answer Questions</p> <p>Summative</p> <p>Teacher Constructed Assessments Open Response Questions Constructed Response Questions Projects Multiple Choice Questions</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Thumbs Up Classroom assignments/activities Constructed Response Student response to teacher questions etc.</p> <p>Summative</p> <p>Teacher Constructed Assessments Open response Questions Constructed Response Questions Projects Multiple Choice Questions</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Questions Thumbs Up Classroom assignments/activities Constructed Response Student response to teacher questioning etc.</p> <p>Summative</p> <p>Teacher Constructed Assessment Open Response Questions Constructed Response Multiple Choice Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom assignments &amp; activities Constructed Response Questions.</p> <p>Summative</p> <p>Teacher Constructed Exams</p> <p>Open Response Questions Multiple Choice Constructed Response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom activities &amp; assignments Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exams</p> <p>Open Response Questions Multiple Choice Constructed Response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Classroom Activities &amp; assignments Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exams</p> <p>Open Response Questions Multiple Choice Constructed response</p> <p>Projects</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

<b>Textbook</b> <b>United Streaming</b> <b>Guest Speakers.</b> <b>Internet</b> <b>Brain Pop</b> <b>Study Island</b> <b>Community Resources</b>	<b>Textbook</b> <b>United Streaming</b> <b>Guest Speakers</b> <b>Internet</b> <b>Brain Pop</b> <b>Study Island</b> <b>Community Resources</b>	<b>Textbook</b> <b>United Streaming</b> <b>Internet</b> <b>Brain Pop</b> <b>Study Island</b> <b>Community Resources</b> <b>Guest Speakers</b>	<b>Textbook</b> <b>United Streaming</b> <b>Internet</b> <b>Brain Pop</b> <b>Study Island</b>	<b>Textbook</b> <b>United Streaming</b> <b>Internet</b> <b>Brain pop</b> <b>Study Island</b>	<b>Textbook</b> <b>United Streaming</b> <b>Internet</b> <b>Brain Pop</b> <b>Study Island</b>
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Weeks 19-21	Weeks 22-24
<b>Native Americans (Historical Perspective)</b>	<b>Diverse Cultures of Our World (Cultures and Societies)</b>
<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>SS-EP-5.2.2</b> 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.  <b>DOK 2</b></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>  <b>N/A</b></p>	<p style="text-align: center;"><b>CORE CONTENT 4.1</b></p> <p><b>SS-EP-2.1.1</b> Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).  <b>DOK 1</b></p> <p><i>SS-EP-2.1.2</i> 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><i>SS-EP-2.2.1</i> Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</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>

			N/A		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 19</b>	<b>Week 20</b>	<b>Week 21</b>	<b>Week 22</b>	<b>Week 23</b>	<b>Week 24</b>
<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>	<b>Identify Sub-Topics</b>
Native Americans	Native Americans	Native Americans	Culture	Culture/Cultural Groups	Culture/Cultural Groups
<p><b>I CAN STATEMENTS:</b> I can identify Native Americans as a cultural group.</p> <p>I can name different Native American groups Located in North America.</p> <p>I can explain why Native American Groups lived in different types of shelters.</p> <p>I can identify different Native American Shelters.</p>	<p><b>I CAN STATEMENTS:</b> I can explain how Native Americans used their natural environment to meet their basic needs.</p> <p>I can locate different Native American tribes in North America.</p>	<p><b>I CAN STATEMENTS:</b> I can produce a Native American shelter and explain how Native Americans used materials found in their environment to build their shelters. (Student selection)</p>	<p><b>I CAN STATEMENTS:</b> I can define the word culture.</p> <p>I can explain what aspects people share in a culture.</p> <p>I can identify my culture.</p>	<p><b>I CAN STATEMENTS:</b> I can define the term cultural group.</p> <p>I can give examples of different cultural groups and where they may be located.</p> <p>I can explain how cultural groups may be different form one another while sharing other characteristics.</p>	<p><b>I CAN STATEMENTS:</b> I can explain how different cultural groups borrow from one another.</p> <p>I can give specific examples of how cultural groups borrow from one another.</p> <p>I can define a social group and distinguish between a social and a cultural group.</p>



<p><b>Critical Vocabulary</b></p> <p>Native American Cultural Group Shelter Pueblo Adobe Clay Tepee Buffalo Hogan Longhouse</p>	<p><b>Critical Vocabulary</b></p> <p>Environment Locate Needs Political Map</p>	<p><b>Critical Vocabulary</b></p> <p>Project Shelter materials</p>	<p><b>Critical Vocabulary</b></p> <p>Culture  Language Religion Holidays Beliefs Values</p>	<p><b>Critical Vocabulary</b></p> <p>Culture Cultural Group  White Caucasian African American Native American</p>	<p><b>Critical Vocabulary</b></p> <p>Culture Cultural Group Social Group  Borrow Share</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Identify where Native American groups lived in North America.</p> <p>Identify different groups.</p> <p>Explain how Native Americans use their environment to build their shelters. Provide students examples.</p> <p>Cooperative Groups</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain how Native American groups used material found in their natural environment to meet their basic needs of survival. Provide student examples.</p> <p>Help student locate various Native American groups on a map, providing a visual or different native</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Groups students into groups to construct Native American Shelters.</p> <p>Cooperative Groups Peer Buddies</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students what a cultural group is while providing examples.</p> <p>Provide students with characteristics of what a culture would share.</p> <p>Have students identify their own personal culture and</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students how people are divided into different cultural groups.</p> <p>Explain to students that people are born onto their cultural group.</p> <p>Explain how cultural groups can differ and how they may have</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that cultural groups borrow things from one another while providing examples. (Foods, music, Learning another language etc.)</p> <p>Define the term Social Group.</p>

<p><b>Peer Buddies</b> <b>Think-Pair-Share</b></p>	<p><b>American groups lived in North America.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>		<p><b>give examples of what they share with others as part of their culture. Examples: Language, religion. Holidays, foods etc.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>	<p><b>things in common.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b></p>	<p><b>Distinguish between a cultural group and a social group while providing students with examples.</b></p> <p><b>Cooperative Groups</b> <b>Peer Buddies</b> <b>Think-Pair-Share</b></p>
<p><b>Balanced Assessment: Formative</b> <b>Thumbs Up</b> <b>Teacher classroom observation/assignments</b> <b>Teacher questioning/student response</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p> <p><b>Class Projects</b></p>	<p><b>Balanced Assessment: Formative</b> <b>Thumbs Up</b> <b>Teacher classroom observation/assignments</b> <b>Teacher questioning/student response</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p> <p><b>Class Projects</b></p>	<p><b>Balanced Assessment: Formative</b> <b>Thumbs Up</b> <b>Teacher classroom observation/assignments</b> <b>Teacher questioning/student response</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p> <p><b>Class Projects</b></p>	<p><b>Balanced Assessment: Formative</b> <b>Teacher Classroom Observation</b> <b>Teacher Questioning</b> <b>Classroom Assignments/Activities</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p>	<p><b>Balanced Assessment: Formative</b> <b>Teacher Classroom Observation</b> <b>Teacher Questioning</b> <b>Classroom Assignments/Activities</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p>	<p><b>Balanced Assessment: Formative</b> <b>Teacher Classroom Observation</b> <b>Teacher Questioning</b> <b>Classroom Assignments/Activities</b></p> <p><b>Summative</b> <b>Teacher Constructed Exam</b> <b>Constructed Response</b> <b>Open Response</b> <b>Multiple Choice</b></p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p><b>Resources Needed</b>  <b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b>  <b>Student Project</b>  <b>Examples</b>  <b>Content Reading Books (Library)</b></p>	<p><b>Resources Needed</b>  <b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b>  <b>Student Project</b>  <b>Examples</b>  <b>Content Reading Books (Library)</b>  <b>Political Map of North America</b></p>	<p><b>Resources Needed</b>  <b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b>  <b>Student Project</b>  <b>Examples</b>  <b>Content Reading Books (Library)</b></p> <p><b>Project Materials:</b>  <b>Construction paper,</b>  <b>Sticks, clay, fabric,</b>  <b>crayons etc.</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b></p>	<p><b>Resources Needed</b></p> <p><b>Textbook</b>  <b>Workbook</b>  <b>Internet</b>  <b>United Streaming</b>  <b>Brain Pop</b></p>

<p><b>Weeks 25-27</b></p>	<p><b>Weeks 28-30</b></p>
<p><b>Working Together (Culture and Society)</b></p>	<p><b>Our Economy –Scarcity (Economics)</b></p>

<p><b>CORE CONTENT 4.1</b></p> <p><i>SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</i></p> <p><b>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school. DOK 2</b></p> <p><i>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</i></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> N/A</p>	<p><b>CORE CONTENT 4.1</b></p> <p><b>SS-EP-3.1.1 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. DOK 2</b></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> N/A</p>
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CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics  Culture & Society	Identify Sub-Topics  Culture & Society	Identify Sub-Topics  Culture & Society  Conflict Resolution	Identify Sub-Topics  Economics	Identify Sub-Topics  Economics	Identify Sub-Topics  Economics
<b>I CAN STATEMENTS:</b> I can identify local cultural groups.	<b>I CAN STATEMENTS:</b> I can describe what it means to interact in a group.	<b>I CAN STATEMENTS:</b> I can identify a conflict within a group.	<b>I CAN STATEMENTS:</b> I can explain the concept of Scarcity and how it affects my daily life.	<b>I CAN STATEMENTS:</b> I can correctly list the opportunity cost after I make an economic decision.	<b>I CAN STATEMENTS:</b> I can define and list examples of a capital resource.

<p>I can identify cultural groups located in the world today.</p> <p>I can explain why it is important to appreciate and understand different cultural groups.</p>	<p>I can explain how I interact with my family and give an example.</p> <p>I can explain how I interact with my classmates at school and give an example.</p> <p>I can explain how to solve conflicts with Compromise &amp; Cooperation.</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>I can describe that I have needs and wants as a consumer every day.</p> <p>I can list my needs.</p> <p>I can list my wants.</p> <p>I can make an economic decision when faced with the problem of scarcity.</p>	<p>I can define and provide an example of a surplus.</p> <p>I can define the word profit and understand what it means to make a profit.</p> <p>I can define the word expense and give examples.</p> <p>I can list different expenses my family has to meet our needs &amp; wants each day.</p>	<p>I can define and list examples of a human resource.</p> <p>I can define and list examples of a natural resource.</p> <p>I can determine if a natural resource is renewable or nonrenewable.</p>
<p><b>Critical Vocabulary</b></p> <p>Culture Cultural Group Social Group Diverse</p> <p>Appreciate Local Culture World Culture</p>	<p><b>Critical Vocabulary</b></p> <p>Interaction Compromise Cooperation Conflict Competition</p>	<p><b>Critical Vocabulary</b></p> <p>Conflict Resolution Problem Solving Communication</p>	<p><b>Critical Vocabulary</b></p> <p>Consumer Scarcity Wants Needs</p> <p>Economic Decision</p>	<p><b>Critical Vocabulary</b></p> <p>Opportunity Cost Surplus Profit Expense</p>	<p><b>Critical Vocabulary</b></p> <p>Resource Human Resource Capital Resource Natural Resource</p> <p>Renewable Resource Nonrenewable Resource</p>
<p><b>Suggested Strategies/Activities</b></p> <p>Brainstorm with</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students</p>	<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Explain to students that</p>

<p>students to identify the different cultural groups found in their local community.</p> <p>Brainstorm with students to identify the different cultural groups found in the world today.</p> <p>Explain why it is important to appreciate, learn about and understand the different culture groups found in the world today.</p> <p>Cooperative Groups</p>	<p>that they interact with their family each day while providing examples.</p> <p>Explain to students that they interact within a group daily while providing examples of how they interact with their classmates.</p> <p>Define compromise &amp; cooperation and provide students with different scenarios where compromise &amp; cooperation may be used to solve conflicts.</p> <p>Cooperative Groups Peer Buddies</p>	<p>Explain to students that conflicts do immerge among cultural groups while providing examples of why conflicts occur.</p> <p>Define Conflict Resolution and give examples of how and when it can be used.</p> <p>Explain to students that good communication skills are necessary to solve conflicts among groups.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>as consumers, they have needs &amp; wants each day.</p> <p>Define Scarcity while providing examples of scarcity that students may face in their lives.</p> <p>Explain to students that they make an economic decision when faced with the economic problem of scarcity.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>they will not be able to have everything they want due to scarcity and they will have to decide the things they want most. When they decide between two things, what they give up is their opportunity cost for getting what they want most.</p> <p>Explain the concept of a surplus and provide student examples.</p> <p>Discuss what the term profit means while brainstorming ways people can make a profit.</p> <p>Explain the concept of expense to students while brainstorming various expenses they may have.</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share</p>	<p>we use 3 different types of resources to meet our daily needs and wants.</p> <p>Define capital, human and natural resources while providing students with examples of each.</p> <p>Help students distinguish between a renewable &amp; nonrenewable resource.</p> <p>Cooperative Groups Peer Buddies</p>
<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>	<p>Balanced Assessment: Formative</p>

<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative Teacher Constructed Exams Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p>	<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>	<p><b>Thumbs Up Method Classroom Assignments/Activities Teacher Observation Teacher Questioning Techniques</b></p> <p><b>Summative</b></p> <p><b>Open Response Questions Constructed Response Multiple Choice Questions Class Projects</b></p> <p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</b></p>
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			Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)		
<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quests	<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quests	<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quests	<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quests Econ & Me	<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quest Econ & Me	<b>Resources Needed</b>  Textbook United Streaming Brain Pop Content Books Internet  Web-Quests Econ & Me

<b>Weeks 31-33</b>	<b>Weeks 34-36</b>
<b>Our Economy</b> <b>Economic Systems and Institutions (Markets)</b>	<b>Our Economy</b> <b>Production, Distribution, and Consumption</b>
<b>CORE CONTENT 4.1</b>  <i>SS-EP-3.2.1 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.</i>	<b>CORE CONTENT 4.1</b>  <b>SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs,</b>





<p>I can define the term economics.</p> <p>I can define scarcity and give one example.</p> <p>I know I have wants and can give examples.</p> <p>I know I have needs and can give examples.</p> <p>I know I make economic decisions daily.</p>	<p>I can define the word surplus.</p> <p>I can define the word service and list two services that I use daily.</p> <p>I can define Opportunity Cost.</p>	<p>I explain what a bank is and how it helps people.</p> <p>I can define the word Barter and give an example of how I have bartered goods.</p> <p>I can explain how stores/markets help me and give examples.</p>	<p>I can define the term Production.</p> <p>I can name many goods that go through a production process.</p> <p>I can define resources and explain how they are used to produce goods.</p>	<p>I can explain what it means to specialize and give one example.</p> <p>I can define the term Distribution.</p> <p>I can define the term Interdependence and explain how I am an interdependent person.</p>	<p>I can define the term consumption.</p> <p>I can define the term Supply.</p> <p>I can define the term Demand.</p>
<p><b>Critical Vocabulary</b></p> <p>Economics Scarcity Wants Needs Decisions</p>	<p><b>Critical Vocabulary</b></p> <p>Surplus Service Opportunity Cost</p>	<p><b>Critical Vocabulary</b></p> <p>Bank Barter Store Market</p>	<p><b>Critical Vocabulary</b></p> <p>Production Goods Resources</p> <p>Natural Resources</p>	<p><b>Critical Vocabulary</b></p> <p>Specialization Distribution Interdependence</p>	<p><b>Critical Vocabulary</b></p> <p>Consumption Supply Demand</p>
<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p>	<p><b>Suggested Strategies/Activities</b></p>

<p>Explain to students what the term economics means while providing examples.</p> <p>Explain Scarcity while providing examples of how people face scarcity each day.</p> <p>Brainstorm the different wants that people have.</p> <p>Brainstorm the different needs that people have.</p> <p>Explain to students how scarcity forces people to make economic decisions.</p> <p>Cooperative Groups Peer Buddies</p>	<p><b>Define the term surplus and have students brainstorm examples of how they may have experienced a surplus in their lives.</b></p> <p><b>Describe what a service is while providing examples of the many different services that people use daily.</b></p> <p><b>Define Opportunity Cost while providing an example of how we experience opportunity cost.</b></p> <p><b>Cooperative Groups Peer Buddies Group Sharing.</b></p>	<p>Explain what a bank is and the purpose it serves while providing examples.</p> <p>Brainstorm different ways students have used barter. (Group Sharing)</p> <p>Define the purpose of a market &amp; Store and we use them to meet our needs &amp; wants.</p> <p>Cooperative Groups Peer Buddies Group Sharing</p>	<p>Explain the students the process of Production and it is through this process that we make goods that we use daily.</p> <p>Brainstorm many different goods that students use on a daily basis.</p> <p>Explain to students that resources are those materials used to make the goods we use each day.</p> <p>Cooperative Groups Peer Buddies Group Sharing.</p>	<p>Explain to students what it means to specialize. Provide students with examples.</p> <p>Explain the process of Distribution while providing examples of how various goods are distributed.</p> <p>Define Interdependence and explain o students how we are all interdependent to each other.</p> <p>Cooperative Groups Peer Buddies Group Sharing</p> <p>Guest Speakers</p>	<p>Explain to students the concept of consumption and how we are all consumers of goods.</p> <p>Define Supply and provide examples.</p> <p>Define Demand and provide examples.</p> <p>Cooperative Groups Peer Buddies Group Sharing</p>
<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>	<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>	<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>	<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>	<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>	<p>Balanced Assessment: Formative</p> <p>Thumbs Up Method</p>



