

Garriga and Derry Elementary  
 Course/Grade Level: Social Studies/3rd  
 Social Studies Curriculum Map

*(This timeline is subject to change in order to meet the needs of students.)*

Week	Dates	Topic(s)/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Social Studies Skills
<b>Sample Week</b>	<b>10/1 – 5</b>	<b>Colonial America /5.2B/Identify the Founding Fathers – Benjamin Franklin</b>	<b>5.25B/Main and Supporting Ideas</b>
1	Aug. 22-26	<p><b>Where in the World Are We? (W1)</b></p> <p>Students will identify and use the compass rose, grid and symbols to locate places on maps and globes.</p> <p>They will use vocabulary related to chronology, and describe historical times in terms of years, decades and centuries.</p>	<p>5A: use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;</p> <p>5B: use a scale to determine the distance between places on maps and globes;</p> <p>b5C: identify and use the compass rose, grid system, and symbols to locate places on maps and globes;</p> <p>1C: describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities;</p> <p>3A: use vocabulary related to chronology, including past, present, and future times;</p> <p>3C: apply the terms year, decade, and century to describe historical times;</p> <p>17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>
2	Aug. 29-Sept. 2	<p><b>Where in the World Are We? (W1)</b></p> <p>Students will identify and use the compass rose, grid and symbols to locate places on maps and globes.</p> <p>They will use vocabulary related to chronology, and describe historical times in terms of years, decades and centuries.</p>	<p>5A: use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;</p> <p>5B: use a scale to determine the distance between places on maps and globes;</p> <p>b5C: identify and use the compass rose, grid system, and symbols to locate places on maps and</p>

			<p>globes;  1C: describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities;  3A: use vocabulary related to chronology, including past, present, and future times;  3C: apply the terms year, decade, and century to describe historical times;  17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>
3	Sept. 6-9	<p><b>Changes (W2)</b></p> <p>Students will describe and explain variations in the physical environment.</p> <p>They will draw a map, including a title, compass rose, legend, scale and grid system.</p> <p>Students will describe how people adapt to living in communities with various landforms.</p>	<p>4A: describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;  4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;  4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  4D: describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and  4E: identify and compare the human characteristics of various regions.  5A: use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;  5B: use a scale to determine the distance between places on maps and globes;  5C: identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and  5D: create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.</p>

			<p>14B: identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p> <p>17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;</p> <p>17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>
4	Sept. 12-Sept. 16	<p><b>Celebrate Freedom (W3)</b></p> <p>Students will describe the basic structure of government in the local community and the state,.</p> <p>They will identify government officials and explain how they are chosen.</p> <p>Students will explain the purposes of the U.S. Constitution and learn about Pierre-Charles L'Enfant</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;</p> <p>1B: identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p> <p>9A: describe the basic structure of government in the local community, state, and nation;</p> <p>9B: identify local, state, and national government officials and explain how they are chosen;</p> <p>9C: identify services commonly provided by local, state, and national governments;</p> <p>10A: identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and</p> <p>10B: describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.</p> <p>19A: use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</p>
5	Sept. 19-Sept. 23	<p><b>Foundation of a Nation (W4)</b></p> <p>Students will learn about the beginnings of our nation, including the Founding Fathers and the Constitutional Convention.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;</p> <p>1B: identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities;</p>

		<p>They will discuss the character traits of truthfulness, justice and equality.</p> <p>Students will also learn about Benjamin Franklin and his contributions to the community of Philadelphia.</p>	<p>1C: describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.</p> <p>3A: use vocabulary related to chronology, including past, present, and future times</p> <p>9A: describe the basic structure of government in the local community, state, and nation;</p> <p>9B: identify local, state, and national government officials and explain how they are chosen;</p> <p>9C: identify services commonly provided by local, state, and national governments</p> <p>10A: identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights</p> <p>11A: identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p>
6	Sept. 26-Sept. 30	<p><b>Money (W5)</b></p> <p>Students will identify reasons people have formed communities, including and need for security, religious freedom and material well-being.</p> <p>Students will identify services commonly provided by local government and explain how these services are financed.</p> <p>They will discuss ways individuals earn, spend and save money and how this contributes to the community.</p>	<p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and</p> <p>2C: compare ways in which various other communities meet their needs.</p> <p>6A: identify ways of earning, spending, saving, and donating money</p> <p>9B: identify local, state, and national government officials and explain how they are chosen;</p> <p>9C: identify services commonly provided by local, state, and national governments; and</p> <p>9D: explain how local, state, and national government services are financed.</p> <p>17D: use various parts of a source, including the</p>

			table of contents, glossary, and index as well as keyword Internet searches, to locate information;
7	Oct. 3-Oct. 7	<p><b>Explorers (W6)</b></p> <p>Students will describe how individuals like Lewis and Clark have contributed to the expansion of existing communities or to the creation of new communities.</p> <p>They will identify the heroic deeds of Daniel Boone.</p> <p>Students will create and interpret timelines.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;</p> <p>1C: describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p> <p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <p>3A: use vocabulary related to chronology, including past, present, and future times</p> <p>3B: create and interpret timelines; and</p> <p>3C: apply the terms year, decade, and century to describe historical times.</p> <p>4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p> <p>4D: describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape</p> <p>6A: identify ways of earning, spending, saving, and donating money;</p> <p>14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes;</p>
8	Oct. 11-Oct. 14	<p><b>Explorers (W6)</b></p> <p>Students will describe how individuals like Lewis and Clark have contributed to the expansion of existing communities or to the creation of new communities.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;</p> <p>1C: describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities</p>

		<p>They will identify the heroic deeds of Daniel Boone.</p> <p>Students will create and interpret timelines.</p> <p><b>EXPLORERS PROJECT</b></p> <p>Students communicate in written, oral, and visual forms.</p>	<p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <p>3A: use vocabulary related to chronology, including past, present, and future times</p> <p>3B: create and interpret timelines; and</p> <p>3C: apply the terms year, decade, and century to describe historical times.</p> <p>4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p> <p>4D: describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape</p> <p>6A: identify ways of earning, spending, saving, and donating money;</p> <p>14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes;</p> <p>18A: express ideas orally based on knowledge and experiences;</p> <p>18B: use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas;</p>
9	Oct. 17-Oct. 21	<p><b>Good Citizens (W7)</b></p> <p>Students will identify characteristics of a good citizen and learn about some people who exemplify good citizenship.</p> <p>They will identify and explain the importance of obeying laws, voting and being informed about issues.</p> <p>Students will also identify examples of nonprofit organizations and discuss ways they serve the common good.</p>	<p>11A; identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>11B: identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and</p> <p>11C: identify and explain the importance of individual acts of civic responsibility, including</p>

			<p>obeying laws, serving the community, serving on a jury, and voting</p> <p>12A: give examples of community changes that result from individual or group decisions;</p> <p>12B: identify examples of actions individuals and groups can take to improve the community; and</p> <p>12C: identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p>
10	Oct. 24-Oct. 28	<p><b>Communities and Education (W8)</b></p> <p>Students will compare ways people in communities need their needs for education in the past and present.</p> <p>They will understand that schools are provided and financed by government.</p> <p>Students will identify historical figures who have exemplified good citizenship (ex: Helen Keller and Anne Sullivan)</p>	<p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and</p> <p>2C: compare ways in which various other communities meet their needs</p> <p>9C: identify services commonly provided by local, state, and national governments</p> <p>9D: explain how local, state, and national government services are financed</p> <p>11B: identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship;</p> <p>17D: use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</p>
11	Oct. 31-Nov. 4	<p><b>Communities and Communication (W9)</b></p> <p>Students will compare ways in which people in communities meet their needs for communication in the past and present.</p> <p>They will use vocabulary related to chronology as they identify methods of communication and communication businesses that have developed over time.</p> <p>Students will identify people who have started new businesses</p>	<p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and</p> <p>2C: compare ways in which various other communities meet their needs</p> <p>3A: use vocabulary related to chronology, including past, present, and future times;</p> <p>3C: apply the terms year, decade, and century to</p>

		related to communication.	<p>describe historical times</p> <p>8A: identify examples of how a simple business operates;</p> <p>12B: identify examples of actions individuals and groups can take to improve the community;</p> <p>16A: identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and</p> <p>16B: identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities;</p> <p>18B: use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</p>
12	Nov. 7-Nov. 11	<p><b>TIME LINE PROJECT</b></p> <p>Students will create timelines exhibiting concepts of time and chronology.</p> <p>Students communicate in written, oral, and visual forms.</p>	<p>3A: use vocabulary related to chronology, including past, present, and future times;</p> <p>3B: create and interpret timelines; and</p> <p>3C: apply the terms year, decade, and century to describe historical times.</p> <p>18A: express ideas orally based on knowledge and experiences;</p> <p>18B: use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</p>
13	Nov. 14-Nov. 18	<p><b>TIME LINE PROJECT</b></p> <p>Students will create timelines exhibiting concepts of time and chronology.</p> <p>Students communicate in written, oral, and visual forms.</p>	<p>3A: use vocabulary related to chronology, including past, present, and future times;</p> <p>3B: create and interpret timelines; and</p> <p>3C: apply the terms year, decade, and century to describe historical times.</p> <p>18A: express ideas orally based on knowledge and experiences;</p> <p>18B: use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</p>
14		<b>THANKSGIVING BREAK</b>	
15	Nov. 28-Dec. 2	<p><b>Communities and Transportation (W10)</b></p> <p>Students will compare ways in which people in communities meet their needs for transportation in the past and present.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present</p> <p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication,</p>

		<p>They will use vocabulary related to chronology and interpret a timeline as they identify methods of transportation used in communities over time.</p> <p>Students will identify people who have started new businesses related to transportation.</p>	<p>transportation, and recreation;  3A: use vocabulary related to chronology, including past, present, and future times;  3B: create and interpret timelines; and  3C: apply the terms year, decade, and century to describe historical times;  4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  5C: identify and use the compass rose, grid system, and symbols to locate places on maps and globes;  8E: identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.  16B: sequence and categorize information</p>
16	Dec. 5-Dec. 9	<p><b>Communities and Health (W11)</b></p> <p>Students will describe how ideas about medicine, hospitals and health care have changed communities over time.</p> <p>Students will understand how individuals have developed new technology and/or improved health care in communities and will identify the impact of new technology on communities.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;  2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;  3A: use vocabulary related to chronology, including past, present, and future times;  3C: use vocabulary related to chronology, including past, present, and future times;  9C: identify services commonly provided by local, state, and national governments; and  9D: explain how local, state, and national government services are financed.  11B: identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship;  12B: identify examples of actions individuals and groups can take to improve the community;  14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd</p>

			<p>Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes;</p> <p>16A: identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and</p> <p>16B: identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p> <p>17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>
17	Dec. 12-Dec. 16	<p><b>Heroes (W12)</b></p> <p>Students will identify examples of ways individuals can improve the community.</p> <p>They will understand how individuals have developed new technology that affected life in communities around the world, past and present.</p> <p>Students will identify some important scientists and inventors and explain the impact of their new ideas on communities.</p>	<p>1B: identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities;</p> <p>11B: identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship;</p> <p>16A: identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and</p> <p>16B: identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p>
18		<b>CHRISTMAS BREAK</b>	
19		<b>CHRISTMAS BREAK</b>	
20	Jan. 9-Jan 13	<p><b>Communities and Safety (W13)</b></p> <p>Students will identify reasons people formed communities, including a need for security and laws.</p>	<p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation;</p> <p>3A: use vocabulary related to chronology, including</p>

		<p>They will identify and describe law enforcement services commonly provided by local governments.</p> <p>Students will identify characteristics of good citizenship and will understand the importance of acts of civic responsibility.</p>	<p>past, present, and future times;  3C: apply the terms year, decade, and century to describe historical times;  4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  14B: identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p>
21	Jan. 16-Jan 20	<p><b>Communities and Safety (W13)</b></p> <p>Students will identify reasons people formed communities, including a need for security and laws.</p> <p>They will identify and describe law enforcement services commonly provided by local governments.</p> <p>Students will identify characteristics of good citizenship and will understand the importance of acts of civic responsibility.</p>	<p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation;  3A: use vocabulary related to chronology, including past, present, and future times;  3C: apply the terms year, decade, and century to describe historical times;  4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  14B: identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p>
22	Jan. 23-Jan. 27	<p><b>Communities and Recreation (W14)</b></p> <p>Students will discuss ways in which people in communities meet their needs for recreation.</p> <p>Students will describe the effects of physical and human processes in shaping the landscape to make recreation areas (ex: lakes, reservoirs)</p>	<p>2B: identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation;  3A: use vocabulary related to chronology, including past, present, and future times;  3C: apply the terms year, decade, and century to describe historical times;  4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;  4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  9C: identify services commonly provided by local, state, and national governments;</p>

			14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes
23	Jan. 30-Feb. 3	<p><b>Communities and Change-Adapting to the Environment (W15)</b></p> <p>Students will discuss what makes a community and why people form communities.</p> <p>They will describe and explain variations in the physical environment (climate) and interpret a climate map of Texas.</p>	<p>1A: describe how individuals, events, and ideas have changed communities, past and present;</p> <p>4A: describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;</p> <p>4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p> <p>4C: describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;</p> <p>5D: create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system;</p> <p>11A: identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>12A: give examples of community changes that result from individual or group decisions;</p> <p>(B) identify examples of actions individuals and groups can take to improve the community;</p> <p>17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>
24	Feb. 6-Feb. 10	<p><b>TEXAS PUBLIC SCHOOL WEEK</b></p> <p>Students will discuss the roles of heroes in shaping the culture of communities, the state, and the nation.</p>	14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and

		<p>Students will apply critical –thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p>	<p>14B: identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.  17A: research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;  17B: sequence and categorize information;  17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;  17D: use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;</p>
25	Feb. 13-Feb. 17	<p><b>Communities and Resources (W16)</b></p> <p>Students will describe and explain variations in the physical environment (natural resources).</p> <p>They will discuss the differences between renewable and nonrenewable resources and ways people use and conserve those resources.</p>	<p>4A: describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;  4B: identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;  (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;  7A: define and identify examples of scarcity;  8E: identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses;  17D: use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;  17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs;  19B: use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict</p>

			consequences, and take action to implement a decision.
26	Feb. 20-Feb. 24	<p><b>Communities and Money-Markets (W17)</b></p> <p>Students will explain the concept of a free market in a community.</p> <p>They will discuss the concept of goods and services by examining examples of both within a community and will understand how supply and demand affect the price of a good or service.</p>	<p>7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</p> <p>7C: explain the concept of a free market as it relates to the U.S. free enterprise system;</p> <p>8B: explain how supply and demand affect the price of a good or service;</p> <p>8D: explain how government regulations and taxes impact consumer costs;</p> <p>19B: use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>
27	Feb. 27-Mar. 3	<p><b>Communities and Money-Markets (W17)</b></p> <p><b>Texas Public School Week</b></p> <p>Students will explain the concept of a free market in a community.</p> <p>They will discuss the concept of goods and services by examining examples of both within a community and will understand how supply and demand affect the price of a good or service.</p>	<p>7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</p> <p>7C: explain the concept of a free market as it relates to the U.S. free enterprise system;</p> <p>8B: explain how supply and demand affect the price of a good or service;</p> <p>8D: explain how government regulations and taxes impact consumer costs;</p> <p>19B: use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</p>
28	Mar. 6-Mar. 10	<p><b>Communities and Money-Business (W18)</b></p> <p>Students will explain how communities make money using the free enterprise system.</p>	<p>7C: explain the concept of a free market as it relates to the U.S. free enterprise system</p> <p>8A: identify examples of how a simple business operates;</p> <p>8B: explain how supply and demand affect the price of a good or service;</p>

		<p>They will explain how the cost of production and selling price affect profits.</p> <p>Students will identify some people in the past and present who have started new businesses.</p>	8C: explain how the cost of production and selling price affect profits
29	Mar. 13-Mar. 17	<b>SPRING BREAK</b>	
30	Mar. 21-Mar. 24	<p><b>Communities and Money-Scarcity (W19)</b></p> <p>Students continue to explore the concept of a free enterprise system within the community.</p> <p>They will define and identify examples of scarcity of goods and/or services.</p> <p>They will analyze a simple budget that allocates money for spending and saving.</p>	<p>6A: identify ways of earning, spending, saving, and donating money</p> <p>7A: define and identify examples of scarcity;</p> <p>7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</p> <p>7C: explain the concept of a free market as it relates to the U.S. free enterprise system</p> <p>8B: explain how supply and demand affect the price of a good or service;</p> <p>8C: explain how the cost of production and selling price affect profits</p>
31	Mar. 27-Mar. 31	<p><b>Communities and Money-Scarcity (W19)</b></p> <p>Students continue to explore the concept of a free enterprise system within the community.</p> <p>They will define and identify examples of scarcity of goods and/or services.</p> <p>They will analyze a simple budget that allocates money for spending and saving.</p>	<p>6A: identify ways of earning, spending, saving, and donating money</p> <p>7A: define and identify examples of scarcity;</p> <p>7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</p> <p>7C: explain the concept of a free market as it relates to the U.S. free enterprise system</p> <p>8B: explain how supply and demand affect the price of a good or service;</p> <p>8C: explain how the cost of production and selling price affect profits</p>

32	Apr. 3-Apr. 7	<p><b>Communities and Money-Scarcity (W19)</b></p> <p>Students continue to explore the concept of a free enterprise system within the community.</p> <p>They will define and identify examples of scarcity of goods and/or services.</p> <p>They will analyze a simple budget that allocates money for spending and saving.</p>	<p>6A: identify ways of earning, spending, saving, and donating money          7A: define and identify examples of scarcity;          7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and          7C: explain the concept of a free market as it relates to the U.S. free enterprise system          8B: explain how supply and demand affect the price of a good or service;          8C: explain how the cost of production and selling price affect profits</p>
33	Apr. 10-Apr. 13	<p><b>Communities and Money-Interdependence (W20)</b></p> <p>Students will continue to explore the concept of a free enterprise system among communities;</p> <p>They will explain how communities depend on each other for goods and services and will explain how the availability or scarcity of goods and services affects communities</p>	<p>6A: identify ways of earning, spending, saving, and donating money;          7A: define and identify examples of scarcity;          7B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and          7C: explain the concept of a free market as it relates to the U.S. free enterprise system.          8B: explain how supply and demand affect the price of a good or service;          8C: explain how the cost of production and selling price affect profits;          8E: identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.</p>
34	Apr. 18-Apr. 21	<p><b>Community Heroes-History's Heroes (W21)</b></p> <p>Students will understand the role of historical figures in shaping the culture of communities, the state and the nation.</p> <p>They will identify the heroic deeds of state and national heroes (ex: Davy Crockett, Abraham Lincoln)</p>	<p>2A: identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;          11A: identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;          11B: identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as</p>

			<p>Ruby Bridges and military and first responders who exemplify good citizenship;</p> <p>13A: explain the significance of various ethnic and/or cultural celebrations in the local community and other communities;</p> <p>15A: identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities</p>
35	Apr. 24-Apr. 28	<p><b>Communities and Culture-Writers (W22)</b></p> <p>Students will understand the importance of writers to the cultural heritage of communities.</p> <p>They will identify selected individual writers and discuss stories and poems that are examples of cultural heritage from communities around the world.</p>	<p>11A: identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>12A: give examples of community changes that result from individual or group decisions;</p> <p>13A: explain the significance of various ethnic and/or cultural celebrations in the local community and other communities;</p> <p>15A: identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities;</p> <p>17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between</p>

			fact and opinion, identifying cause and effect, and comparing and contrasting
36	May 1-May 5	<p><b>Communities and Culture-Writers (W22)</b></p> <p>Students will understand the importance of writers to the cultural heritage of communities.</p> <p>They will identify selected individual writers and discuss stories and poems that are examples of cultural heritage from communities around the world.</p>	<p>11A: identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>12A: give examples of community changes that result from individual or group decisions;</p> <p>13A: explain the significance of various ethnic and/or cultural celebrations in the local community and other communities;</p> <p>15A: identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities;</p> <p>17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>
37	May 8-May 12	<p><b>STAAR—MAY 8 &amp; MAY 9</b></p> <p><b>Communities and Culture—the Arts (W23)</b></p> <p>Students will understand the importance of artists to the cultural heritage of communities.</p> <p>They will identify selected individual artists and their paintings,</p>	<p>3A: use vocabulary related to chronology, including past, present, and future times;</p> <p>12A: give examples of community changes that result from individual or group decisions;</p> <p>12B: identify examples of actions individuals and groups can take to improve the community;</p> <p>15A: identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and</p>

		<p>statues, music, etc., that are examples of cultural heritage from communities around the world.</p>	<p>paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities;</p> <p>16B: identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities;</p> <p>17C: interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</p>
38	May 15-May 18	<p><b>Communities and Culture—Texas (W24)</b></p> <p>Students will explain the significance of selected ethnic and/or cultural celebrations in Texas (ex: Cinco de Mayo, Texas Independence Day, etc.) and compare those celebrations to other cultural celebrations in the U.S. and around the world</p>	<p>12B: identify examples of actions individuals and groups can take to improve the community;</p> <p>13A: explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p> <p>13B: compare ethnic and/or cultural celebrations in the local community with other communities;</p> <p>15A: Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities;</p> <p>17F: use appropriate mathematical skills to interpret social studies information such as maps and graphs</p>

39		<p><b>Let's Review! (W25)</b></p> <p>Students understand ethnic and/or cultural celebrations of the local community and other communities.</p> <p>Students understand the importance of writers and artists to the cultural heritage of communities.</p> <p>Students understand the role of heroes in shaping the culture of communities, the state, and nation.</p> <p>Students understand the concept of the free enterprise system.</p>	<p>13A: explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p> <p>13B: compare ethnic and/or cultural celebrations in the local community with other communities.</p> <p>15A: identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and</p> <p>15B: explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities;</p> <p>14A: identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and</p> <p>14B: identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.</p> <p>17A: define and identify examples of scarcity;</p> <p>17B: explain the impact of scarcity on the production, distribution, and consumption of goods and services; and</p> <p>17C: explain the concept of a free market as it relates to the U.S. free enterprise system.</p>
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