



## Interpret Maps

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Interpret Maps
<b>Extension</b>			Create a travel plan to visit three places in the world, including routes, locations, and landforms you will see
<b>3.0</b> ★	4th	3.4A, 3.4C	<ul style="list-style-type: none"> <li>● Interpret U.S. and world maps using map elements, including a distance scale</li> </ul>
<b>2.5</b>	3rd	3.4A, 3.4C	<ul style="list-style-type: none"> <li>● Use a grid system to locate places on maps</li> <li>● Label the 5 oceans, 7 continents, United States, and Washington, D.C. on world map</li> </ul>
<b>2.0</b>		3.4A, 3.4C	<ul style="list-style-type: none"> <li>● Label the Rocky Mountains, Mississippi River, major Texas cities, and the coast of Texas on a U.S. map</li> <li>● Use intermediate directions to locate places on maps</li> </ul>
<b>1.5</b>	2nd	3.4A, 3.4C	<ul style="list-style-type: none"> <li>● Interpret U.S. maps to locate the Rocky Mountains, Mississippi River, Texas coast, and Austin, Texas</li> <li>● Label the Atlantic Ocean, Pacific Ocean, and Gulf of Mexico on a U.S. map</li> <li>● Use cardinal directions to locate the Atlantic Ocean and Pacific Ocean</li> </ul>
<b>1.0</b>	1st	3.4A, 3.4C	<ul style="list-style-type: none"> <li>● Label the community, Texas, Canada, and Mexico on maps</li> <li>● Create an approximate community, state, or national map with a title and compass rose</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>● With help, a partial understanding of the 1.0 content</li> </ul>



## Identify Purpose of Documents and Voting in U.S. Government

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify Purpose of Documents and Voting in U.S. Government
<b>Extension</b>			Determine in which branch of government you would prefer to work, and explain why and what changes you would want to make
<b>3.0</b> ★	2nd	3.7 A 3.8 B  3.7B	<ul style="list-style-type: none"> <li>● Explain why voting is an important act of civic responsibility</li> <li>● Explain what is meant by “consent of the governed”</li> <li>● Identify and name the U.S. President and Texas Governor</li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>● In addition to 2.0 content, a partial understanding of the 3.0 content</li> </ul>
<b>2.0</b>		3.8A	<ul style="list-style-type: none"> <li>● Identify the main purpose of the Bill of Rights</li> </ul>
<b>1.5</b>		3.8A	<ul style="list-style-type: none"> <li>● Identify the main purpose of the U.S. Constitution</li> </ul>
<b>1.0</b>		3.8A	<ul style="list-style-type: none"> <li>● Identify the main purpose of the Declaration of Independence</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>● With help, a partial understanding of the 1.0 content</li> </ul>



## Compare How People Adapt to, and Modify, Their Environment

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Compare How People Adapt to, and Modify, Their Environment
<b>Extension</b>			Explain some examples of humans changing to the local environment. Explain some of the benefits and some of the consequences of those decisions. What are some other options that could reduce those consequences? Explain and share your thinking.
<b>3.0</b> ★	3rd	3.3B	<ul style="list-style-type: none"> <li>Compare how people in different communities adapt to and/or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>In addition to the 2.0 content, partial knowledge or application of the 3.0 content</li> </ul>
<b>2.0</b>		3.3B	<ul style="list-style-type: none"> <li>Identify ways people and communities adapt to the physical environment in which they live (i.e., nearby sources of water, curving a road around a natural feature, many windows in hot regions)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>Identify ways people and communities modify, or change, the physical environment in which they live (i.e., tunneling through a mountain to extend a road, damming a lake to redirect water sources in the desert, cutting down forests in suburban areas to create new neighborhoods)</li> </ul>
<b>1.5</b>			<ul style="list-style-type: none"> <li>In addition to the 1.0 content, partial knowledge or application of the 2.0 content</li> </ul>
<b>1.0</b>		3.3A	<ul style="list-style-type: none"> <li>Describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards.</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>With help, a partial understanding of the 1.0 content</li> </ul>



## Understand Financial Choices in a Free-Enterprise System

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Understand Financial Choices in a Free-Enterprise System
<b>Extension</b>			Create a business plan for a good or service. Include business costs and what to charge customers. Then determine your profit per item or service. Determine a location for your business and explain why you chose that location. Share your plan.
<b>3.0</b> ★	4th	3.6	<ul style="list-style-type: none"> <li>● Explain the concept of the free enterprise system and how businesses operate in the US including:               <ul style="list-style-type: none"> <li>- Decide to start own business</li> <li>- What to sell</li> <li>- Where to locate own business</li> <li>- How to run own business</li> <li>- What the price will be for goods/services</li> </ul> </li> </ul>
<b>2.5</b>		3.6C & *Math 3.9B	<ul style="list-style-type: none"> <li>● Explain how cost of production and selling price affect profits</li> </ul>
<b>2.0</b>		3.6A & *Math 3.9E	<ul style="list-style-type: none"> <li>● Explain how supply and demand affect the price of a good or service</li> </ul>
<b>1.5</b>		3.5B & *Math 3.9A	<ul style="list-style-type: none"> <li>● Create a simple budget that allocates money for spending and saving</li> </ul>
<b>1.0</b>		3.5A & *Math 3.9F	<ul style="list-style-type: none"> <li>● Identify ways of earning, spending and saving money</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>● With help, a partial understanding of the 1.0 content</li> </ul>

\*These 3rd grade math TEKS are taught in the 3rd nine weeks in math, therefore allowing for students to access prior knowledge and apply their understanding of these concepts in social studies.