



3rd Grade Social Studies

Curriculum

June 2026



Third Grade Social Studies SCOPE AND SEQUENCE

(Units and lessons are to be followed in order)

Unit One: Geography

During their first unit of study in Social Studies, the third graders will delve into the world of Geography. Within this unit, the students will learn about the seven continents and the five oceans. They will demonstrate their understanding by creating a three-dimensional model of Earth. They will continue their exploration of geography by understanding the cardinal and intermediate directions. They will use a compass to locate U.S. landmarks. The third graders round out this unit with a focus on geography closer to home through the production of a community brochure.

Lessons	Timeframe: 1st Nine Weeks
Understanding the Geography of the World	Weeks 1-3
Finding Places in the United States	Weeks 4-5
Geography and the Way We Live	Weeks 6-8

Unit Two: History

The second Social Studies unit for third grade centers around History. They will begin by analyzing primary sources to explore immigration throughout U.S. history. They will further this understanding by studying the characteristics of culture and the culture of their own community. They will learn about everyday citizens and their efforts to improve their communities. They will conclude this unit by “traveling” to other countries and learning about different cultures from around the world.

Lessons	Timeframe: 2nd Nine Weeks
Settling in the United States	Weeks 9-10
Diversity in the United States	Weeks 11 - 12
Making Communities Better	Weeks 13 - 14
Cultures Around the World	Weeks 15 - 17

Unit Three: Economics

Economics is the third unit that the students will be learning about in third grade Social Studies. Students will analyze economic images and develop questions about the economy. They will examine both buyer and seller roles within the economy. The students will also learn about the role of countries conducting trade around the world in the global trade market. Additionally, they will discuss real-life economic situations based on the knowledge they have learned and provide reasons for how they would proceed with the given economic situation.

Lessons	Timeframe: 3rd Nine Weeks
Understanding Our Economy	Weeks 18 - 20
Choices in a Free Market	Weeks 21 - 22
Using Money Wisely	Weeks 23 - 24
The United States and Global Trade	Weeks 25 - 26

Unit Four: Civics

In the fourth Social Studies unit, the third graders will be studying Civics. The students will explore different community services, such as police, firefighting, public parks, and public schools. They will learn about the government at the local, state, and federal levels. Students will understand and bring to life important steps in being a good citizen, such as speaking at a public meeting and voting. They will learn about actions they can take to make a difference in their community, country, and the world.

Lessons	Timeframe: 4th Nine Weeks
Providing Public Services	Weeks 27 - 28
Government in the United States	Weeks 29 - 31
Citizenship and Participation	Weeks 32 - 33
Making a Difference in the World	Weeks 34 - 35

UNIT 1 - Geography
Complete Lessons 1-3 of Unit 1 during the first Nine Weeks.

NOTE: Lesson 4 will not be taught.

You will have time left over. It is suggested to move onto Unit 2 to allow time for unanticipated schedule changes, holidays, and extension activities throughout the year.

Unit 1 Essential Questions: How can you use geography skills to solve problems?

Mandatory Textbook: *Social Studies Alive! Our Community and Beyond*

NOTE: Use the provided TCI Classroom Activity Slideshow to present the lesson in correlation with the textbook. Many parts of the lesson require this interactive resource.

LESSON 1: Understanding the Geography of the World
(complete in multiple 30 minute classes during the 1st nine weeks)

Lesson 1 Overview	Create a three-dimensional model of Earth. Then use it to answer a series of geography questions.			
Academic Vocabulary	border, capital, continent, country, equator, geography, government, ocean, prime meridian, state			
Additional Materials	blue balloon, scissors, glue, permanent marker, tape			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 1 - Where in the world is our community?	Students will be able to... <ul style="list-style-type: none"> locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Read the introduction. (pg. 8) Classroom Map: Facilitate a discussion about the usefulness of maps and how to use them. Write directions to the classroom and create a simple map to experience the usefulness of maps. Complete preview activity. (pg.9) Vocabulary Activity (slides 5-10) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 10) 	<ul style="list-style-type: none"> Discussions Written Responses Student Presentations Lesson 1 TCI Assessment 	<p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A. Identify the physical characteristics of places and regions.</p> <p>7.3.3.A.3. Settlement</p> <p>7.3.3.A.5. Political activities</p>

	<ul style="list-style-type: none"> • identify countries on a map of North America. • identify states and communities on a map of the southeastern United States. 	<p>3. Extension: Space Voyage Part 1 - Hemispheres, Oceans, and Continents (slides 12-25)</p> <ul style="list-style-type: none"> ○ Space Voyage Video ○ Listen to transcript ○ Read sections 1 and discuss. (pg. 12-13) ○ Hemisphere exploration (slide 15) ○ Read sections 2 and discuss. (pg. 14-15) ○ Ocean and Continent exploration (slide 17) ○ Complete Activity Notes. (pg. 22-23) <p>4. Extension: Space Voyage Part 2 - Countries, States, and Communities (slides 19-25)</p> <ul style="list-style-type: none"> ○ Read sections 3 and discuss. (pg. 16-17) ○ Listen to transcript ○ Read sections 4 and discuss. (pg. 18-19) ○ Listen to transcript ○ Read sections 5 and discuss. (pg. 20-21) ○ Listen to transcript ○ Watch astronaut return video <p>5. Hands-On Activity: Modeling Earth (slides 27-31)</p> <ul style="list-style-type: none"> ○ Complete Activity Notes. (pg. 22-23) ○ Make sure that you have enough blue balloons blown up for the students... one for each student 		<p>7.4.3.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources.</p> <p>8.2.8.B. Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>
--	--	--	--	--

		<ul style="list-style-type: none">○ Follow the provided directions.○ Cut out provided continents and labels. (pg. 25-28)○ Then glue them correctly onto a blown up blue balloon. <p>6. Show What You Know (slide 33)</p> <ul style="list-style-type: none">○ Read the summary and complete the mapping activity. (pg. 29-30) <p>7. TCI Lesson 1 Assessment</p> <ul style="list-style-type: none">○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment.○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the games within Lesson 1, as the same game titles are used in different lessons with different content.</p> <ul style="list-style-type: none">● Comic Squares● Community Clean Up <p>Optional: Culminating Activity - School Map</p> <ul style="list-style-type: none">● Have students create a larger map of the school in small groups		
--	--	---	--	--

		<ul style="list-style-type: none">• Be sure that students include a <i>map key</i>• Present your school maps to the class <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <u>Study Your Community</u>: Where in the World is Your Community? (slide 35)• <u>Profiles in History</u>: Around the World in 90 Minutes• <u>Explore</u>: Spaceship Earth, Map Distortion, Into the Wilderness, and Library & Information Literacy <p>Optional: Social Studies Stories The following “<i>Social Studies Stories</i>” activity may be used as a mini lesson:</p> <ul style="list-style-type: none">• Telling Stories with Maps (pg. 2)		
--	--	--	--	--

LESSON 2: Finding Places in the United States
(complete in multiple 30 minute classes during the 1st nine weeks)

Lesson 2 Overview	Build a compass and use it to find the direction of eight landmarks across the United States. They then learn how to use map scales and estimate the distance from their community to famous U.S. landmarks.			
Academic Vocabulary	canyon, cardinal direction, map key, scale, symbol			
Additional Materials	Activity Card A: Compasses, Activity Card B: Directions, Activity Card C: Location Cards, paper fasteners, calculator, rulers			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 2 - Where in the United States is our community?	Students will be able to... <ul style="list-style-type: none"> Identify cardinal and intermediate directions and use a compass rose. Use map skills to locate communities on a map, determine directions, and measure distances between various locations. Single out a landmark for which your community is 	<ol style="list-style-type: none"> Preview Activity (slides 2-4) <ul style="list-style-type: none"> Read the introduction. (pg. 32) Classroom Map: Facilitate a discussion about cardinal and intermediate directions and how to use them. Sing the “Compass Song”. Complete preview activity. (pg.33) Vocabulary Activity (slides 6-9) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete vocabulary activity (pg. 34) Hands on Activity: Using a Compass (slides 11-13) <ul style="list-style-type: none"> Using slide 12... complete Hands-On Activity Notes. (pg. 36) Read sections 1-2 and discuss. (pg. 37-40) 	<ul style="list-style-type: none"> Discussions Written Responses Student Presentations Lesson 2 TCI Assessment 	<p>5.1.3.C.1. Liberty / Freedom</p> <p>5.1.3.C.3. Justice</p> <p>5.1.3.C.4. Equality</p> <p>5.1.3.D.1. Declaration of Independence</p> <p>5.3.3.J. Identify key ideals of the form of government practiced in the United States.</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A. Identify the physical characteristics of places and regions.</p>

	<p>known and commemorate it with a drawing.</p>	<ul style="list-style-type: none"> ○ Complete hands on activity notes (pg. 41) ○ Read sections 3-8 and discuss. (pg. 42-47) ○ Complete hands on activity notes (pg. 48) <p>4. Hands-On Activity: Scale Puzzles (slides 16-18)</p> <ul style="list-style-type: none"> ○ Using slide 17... explore map scales and how to figure distance on a map. ○ Complete Hands-On Activity Notes. (pg. 49) <p>5. Show What You Know (slide 20)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the community landmark activity. (pg. 50) <p>6. TCI Lesson 2 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the</p>		<p>7.3.3.A.3. Settlement</p> <p>8.2.8.B. Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.4.3.A. Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p>
--	---	--	--	---

		<p>games within Lesson 2, as the same game titles are used in different lessons with different content.</p> <ul style="list-style-type: none">● Picture Maker● Power by Pizza <p>Optional: Culminating Activity: Study Your Community: What Special Places Tell Our Community's Story? (slide 22)</p> <ul style="list-style-type: none">● What landmarks tell our community's story● Design a postcard with one of the landmarks from our community and write a letter to a friend about what makes the landmark so special and important to our community● Draw a map of our school in relation to the landmark(s), be sure to include a compass rose. <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <u>Study Your Community</u>: What Special Places Tell Our Community's Story?● <u>Literature</u>: Tall Tales● <u>Explore</u>: Words of Freedom <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <i>One Immigrant's Story</i> (pg. 8)		
--	--	---	--	--

LESSON 3: Geography and the Way We Live
(complete in multiple 30 minute classes during the 1st nine weeks)

Lesson 3 Overview	Create a brochure about the geography of your community and play a matching game to find out how people in different communities adapt to geography			
Academic Vocabulary	adapt, climate, conservation, natural hazard, natural resource, physical feature, physical geography, pollution, region			
Additional Materials	Activity Cards A-D: Locations, Activity Card E: Adaptations Cards			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 3 - How does geography affect our community?	Students will be able to... <ul style="list-style-type: none"> Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community. Compare and contrast different regions in terms of their geographic characteristics Use map 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Explore the geography of four different places. Read the introduction. (pg. 52) Complete preview activity. (pg.53) Vocabulary Activity (slides 5-10) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 54) Hands on Activity: Exploring Geography and Our Community (slides 12-19) <ul style="list-style-type: none"> Read section 1 and discuss. (pg. 56-57) Discuss physical features and names of landforms. Analyze the physical features of different places. Discuss and analyze climate and natural resources of different places. 	<ul style="list-style-type: none"> Discussions Written Responses Student Presentations Lesson 3 TCI Assessment 	<p>5.4.3.A. Identify conflicts in the world using a map/globe.</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A. Identify the physical characteristics of places and regions.</p> <p>7.2.3.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.3.A.1. Population</p> <p>7.3.3.A.3. Settlement</p> <p>7.3.3.A.4. Economic activities</p>

	<p>tools: scale, grid, key (legend), symbols, title, and compass rose.</p>	<ul style="list-style-type: none"> ○ Label physical features ○ Complete Hands-On Activity Notes. (pg. 58-61) <p>4. Hands on Activity: Exploring Other Communities (slides 21-28)</p> <ul style="list-style-type: none"> ○ Read sections 2-6 and discuss. (pg. 62-71) ○ Analyze adaptations... place Activity Cards A-D around the classroom. ○ Use Adaptions Cards (found in online materials... print beforehand double sided) pass out to partner groups and follow directions on slide 27. ○ Hands-On Activity Notes (pg. 72) <p>5. Show What You Know (slide 30)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the community physical features, climate, and natural resources. (pg. 73-74) <p>6. TCI Lesson 3 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following games can be used as a</p>	<p>7.3.3.A.5. Political activities</p> <p>7.4.3.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.2.8.B. Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.3.C.5. Physical and human geography</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p> <p>8.3.3.D.5. Economic stability</p>
--	--	---	--

		<p>review prior to the assessment. Make sure that you are selecting the games within Lesson 3, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none">• Cosmic Squares• Adventures in the Sky <p>Optional: Culminating Activity: 3D Landform Model</p> <ul style="list-style-type: none">• Using various materials of teacher’s choosing, students will create a 3D model representing both landforms and bodies of water• Students should be able to accurately depict each landform and body of water• Students should be able to identify and label each landform and body of water• Students can present their model to the class <p>Optional: Dive Deeper The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• Study Your Community: How Do Natural Features and Resources Affect Our Community?• Explore: Using Political and Physical Maps, Regions of the United States, A Tale of Two Cities, Climate and Vegetation in North America, Physical Features and Landmarks of North America and the Caribbean, How Do People Use the Land and Its		
--	--	--	--	--

		<p>Resources, World History Extension-The Environment's Impact of Ancient Settlement</p> <ul style="list-style-type: none">● Primary Sources: Kids Share Hurricane Michael Stories <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <i>Finding New Sources of Energy</i> (pg. 16)		
<p>Supplemental Resources: “Seven Continents Song” and “Five Oceans Song” (optional)</p>				

UNIT 2 - History

Complete Lessons 5-8 of Unit 2 during the second nine weeks.

Note: It is recommended to begin Lesson 5 at the end of the first nine weeks.

Unit 2 Essential Questions: How do history and culture shape your community?

Mandatory Textbook: *Social Studies Alive! Our Community and Beyond*

NOTE: Use the provided TCI Classroom Activity Slideshow to present the lesson in correlation with the textbook. Many parts of the lesson require this interactive resource.

LESSON 5: Settling in the United States

(complete in multiple 30 minute classes during the end of the 1st nine weeks and into the 2nd nine weeks)

Lesson 5 Overview	Investigate immigration in the United States by carefully analyzing visual and written primary sources from various time periods.			
Academic Vocabulary	citizen, discriminate, immigrant			
Additional Materials	Activity Cards A-T: Primary Sources			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 5 - How do people become part of our country?	Students will be able to... <ul style="list-style-type: none"> Analyze why and how people immigrate to the United States. Compare benefits and drawbacks of immigrating to the United States. Draw conclusions 	<ol style="list-style-type: none"> Preview Activity (slides 2-6) <ul style="list-style-type: none"> Complete preview activity. (pg.103) Read the introduction and section 1. (pg. 100 - 102) Vocabulary Activity (slides 8-10) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete vocabulary activity (pg. 104) Hands on Activity: Analyzing Primary Sources (slides 12 - 22) <ul style="list-style-type: none"> Preparation: Either print the 20 primary source photographs and 	<ul style="list-style-type: none"> Discussions Written Responses Lesson 5 TCI Assessment 	5.1.3.C.1.Liberty / Freedom 5.1.3.C.3.Justice 5.1.3.D.4.Pennsylvania Constitution 5.1.3.F.Identify state symbols, national symbols, and national holidays. 5.3.3.J.Identify key ideals of the form of government practiced in the United States. 7.1.3.B.Identify and locate

	<p>from primary and secondary sources.</p>	<p>place around room for this activity OR pull up photos on online slideshow.</p> <ul style="list-style-type: none"> ○ Read section 2. ○ Write down the main idea of the section and the matching letters of the primary sources in the Hands-On Activity Notes (p.116-117). Discuss - what did you learn from these primary sources? ○ Repeat with sections 3- 6. <p>4. Show What You Know (slide 25)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the activity. (pg. 118) <p>5. TCI Lesson 5 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. *Adapted versions are labeled with an asterisk. <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 5, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none"> ● Picture Maker 	<p>places and regions as defined by physical and human features.</p> <p>7.2.3.A. Identify the physical characteristics of places and regions.</p> <p>7.3.3.A.1. Population</p> <p>7.3.3.A.2. Culture</p> <p>7.3.3.A.3. Settlement</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.</p> <p>8.2.8.B. Identify historical documents, artifacts, and places critical to Pennsylvania history. Locate historical documents, artifacts, and</p>
--	--	---	---

		<ul style="list-style-type: none"> Community Cleanup <p>Optional: Diver Deeper (online) The following Dive Deeper online activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> Study Your Community: How Has Our Community Changed Over Time? Explore: Settling in North America and the Caribbean, Coming to America, Settling in Jamestown, Auburn, California: Then and Now, Becoming a Citizen, The First People Arrive, The History and Development of Pennsylvania, How Pennsylvania Has Changed and Stayed the Same Primary Sources: Interview with Edward Hong <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> <u>Native Americans: Many People, Many Ways of Life</u> pg 24 	<p>places critical to Pennsylvania history.</p> <p>8.2.3.C.1.Belief systems and religions</p> <p>8.2.3.C.2.Commerce and industry</p> <p>8.2.3.C.3.Technology</p> <p>8.2.3.C.4.Politics and government</p> <p>8.2.3.C.5.Physical and human geography</p> <p>8.2.3.C.6.Social organizations</p> <p>8.2.3.D.1.Ethnicity and race</p> <p>8.2.3.D.2.Working conditions</p> <p>8.2.3.D.3.Immigration</p> <p>8.2.3.D.4.Military conflict</p> <p>8.2.3.D.5.Economic stability</p> <p>8.3.3.A.Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B.Identify and describe historical documents, artifacts, and places critical to United</p>
--	--	--	--

				<p>States history.</p> <p>8.3.3.C.Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1.Ethnicity and race</p> <p>8.3.3.D.3.Immigration</p> <p>8.4.3.A.Identify the elements of culture and ethnicity.</p> <p>8.4.3.B.Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C.Compare and contrast selected world cultures.</p> <p>8.4.3.D.Identify conflict and cooperation among groups and organizations from around the world.</p>
--	--	--	--	--

LESSON 6: Geography and the Way We Live
(complete in multiple 30 minute classes during the 2nd nine weeks)

Lesson 6 Overview	Explore cultural diversity by looking at the contributions of different cultures in the categories of foods, languages, holidays, traditions, and the arts. Then play a game to brainstorm cultural contributions in your community.			
Academic Vocabulary	culture, diverse			
Additional Materials	none			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 6 - What different groups of people make up our culture?	Students will be able to... <ul style="list-style-type: none"> Identify specific examples of cultural diversity. Identify cultural contributions of diverse groups to our communities. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Analyze interesting details and culture influences in a picture. Complete preview activity by circling examples from each cultural category... foods (pink), languages (blue), holidays (yellow), traditions (purple), and arts (green). (pg. 121) Read the introduction. (pg. 120) Vocabulary Activity (slides 5-7) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 122) Hands on Activity: Categories of Culture (slides 9-11) <ul style="list-style-type: none"> Watch the video about categories of cultures. Record ONE example for each category on the Hands-On Activity Notes (pg. 126-127) Read section 1 and discuss. (pg. 	<ul style="list-style-type: none"> Discussions Written Responses Student Presentations Lesson 6 TCI Assessment 	<p>5.1.3.F. Identify state symbols, national symbols, and national holidays.</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A. Identify the physical characteristics of places and regions.</p> <p>7.3.3.A.2. Culture</p> <p>7.3.3.A.3. Settlement</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p>

		<p>124-125)</p> <ul style="list-style-type: none"> ○ Read section 2 about food and discuss. (pg. 128-129) ○ Record a new detail about food on the Hands-On Activity Notes. (pg. 126) ○ Discuss how the food category relates to our community and record this detail on the Hands-On Activity Notes. (pg. 126) ○ Read section 3 about languages and discuss. (pg. 130-131) ○ Record a new detail about languages on the Hands-On Activity Notes. (pg. 126) ○ Discuss how the languages category relates to our community and record this detail on the Hands-On Activity Notes. (pg. 126) ○ Read section 4 about holidays and discuss. (pg. 132-133) ○ Record a new detail about holidays on the Hands-On Activity Notes. (pg. 127) ○ Discuss how the holidays category relates to our community and record this detail on the Hands-On Activity Notes. (pg. 127) ○ Read section 5 about traditions and discuss. (pg. 134-135) ○ Record a new detail about traditions on the Hands-On Activity Notes. (pg. 127) ○ Discuss how the traditions category relates to our community 		<p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p> <p>8.3.3.D.3. Immigration</p> <p>8.4.3.A. Identify the elements of culture and ethnicity.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p>
--	--	--	--	--

		<p>and record this detail on the Hands-On Activity Notes. (pg. 127)</p> <ul style="list-style-type: none"> ○ Read section 6 about art and discuss. (pg. 136-137) ○ Record a new detail about art on the Hands-On Activity Notes. (pg. 127) ○ Discuss how the art category relates to our community and record this detail on the Hands-On Activity Notes. (pg. 127) <p>4. Hands on Activity: The Culture Game (slides 13-22)</p> <ul style="list-style-type: none"> ○ Play a game to brainstorm cultural contributions in your community. ○ Analyze adaptations... place Activity Cards A-D around the classroom. ○ Use Adaptions Cards (found in online materials... print beforehand double sided) pass out to partner groups and follow directions on slide 27. ○ Hands-On Activity Notes (pg. 138-139) <p>5. Show What You Know (slide 26)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the community culture activity. (pg. 73-74) <p>6. TCI Lesson 6 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or 		
--	--	--	--	--

		<p>assign the assessment through TCI and have students log in to complete the online assessment.</p> <ul style="list-style-type: none">○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 6, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none">● Cosmic Squares● Powered by Pizza <p>Optional: Culminating Activity - My Culture Project</p> <ul style="list-style-type: none">● Use provided material links below in “Supplemental Resources”● Students should identify at least one example for each of the five categories of culture... foods, languages, holidays, traditions, and arts.● Students should be creative when displaying their examples on the activity project.● This can be an “in school” or an “at home” activity. The letter about the project is designed with this project being an at home activity to be done with each individual student’s family. <p>Optional: Dive Deeper (online)</p>		
--	--	---	--	--

		<p>The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <u>Study Your Community</u>: How Did Native Americans Live in Our Community?● <u>Explore</u>: Native Americans Today, Juneteenth <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <i>Europeans Learn About North America</i> (pg. 16)		
<p>Supplemental Resources:</p> <p>My Culture Project Activity (optional)</p> <p>My Culture Project Letter and Rubric (optional)</p>				

LESSON 7: Making Communities Better
(complete in multiple 30 minute classes during the 2nd nine weeks)

Lesson 7 Overview	<p>Create human monuments honoring the contributions of six individuals whose actions made a difference in the lives of people in your own community and around the country.</p> <p><i>IMPORTANT UPDATE from TCI:</i> <i>This lesson includes content about Cesar Chavez. Please note that TCI recommends excluding Chavez from the Hands-On Activity. The Hands-On Activity slides have been updated to remove Chavez from the human monuments activity.</i></p> <p><i>NOTE:</i> <i>Depending on the production products of the consumable student journals that we receive... the exclusion of the Cesar Chavez content may alter the student journal page numbers with the curriculum online from this lesson moving forward. Currently, the online student journal still has the content on Cesar Chavez, and it is possible that the consumable student journals will also still have these pages. TCI recommends not teaching it.</i></p>			
Academic Vocabulary	boycott, citizenship, common good, disabilities, strike			
Additional Materials	none			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 7 - How do people improve their communities?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify how individuals solved problems to improve the lives of people in their own community and in communities around the country. Explain why all individuals 	<ol style="list-style-type: none"> Preview Activity (slides 2-4) <ul style="list-style-type: none"> Examine the image and discuss. Listen to the audio of Rosa Parks's story and discuss. Complete preview activity. (pg.145) Read the introduction and section 1. (pg. 142-144) Vocabulary Activity (slides 6-9) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete vocabulary activity (pg. 146) Hands on Activity: Creating 	<ul style="list-style-type: none"> Class Discussion Written Responses Lesson 7 TCI Assessment 	<p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.C.4. Equality</p> <p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p>

	<p>share a responsibility for making their community a better place to live.</p> <ul style="list-style-type: none"> ● Research and describe the contributions of someone who has improved life in the local community. 	<p>Human Monuments (slides 11-24)</p> <ul style="list-style-type: none"> ○ Follow directions on the slides. <ul style="list-style-type: none"> ■ Read about your assigned person ■ Complete the Hands On Activity Notes for just your group's person. (pg. 160-161) ○ Work with your group to design a "human monument" for your person. Follow directions on slides 14-20 (also found in student journal pg. 162-167) and complete the student journal pages 162-167. ○ Present your "human monuments". (slides 22-23) ○ The rest of the class should complete the other group's information on their Hands-On Activity Notes pages after presentations (pg. 160-161) <p>4. Show What You Know (slide 26)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the activity. (pg. 168) <p>5. TCI Lesson 7 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on "My District" assessments. Both regular and modified versions are available. 	<p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.F. Explain how an action may be just or unjust.</p> <p>5.3.3.G. Identify individual interests and explain ways to influence others.</p> <p>5.4.3.B. Describe the roles of world leaders.</p> <p>7.4.3.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.</p> <p>8.2.8.B. Identify historical documents, artifacts, and places critical to Pennsylvania history.</p>
--	---	---	---

		<p>*Adapted versions are labeled with an asterisk.</p> <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the games within Lesson 7, as the same game titles are used in different lessons with different content.</p> <ul style="list-style-type: none"> • Picture Maker • Adventures in the Sky <p>Optional: Diver Deeper (online) The following Dive Deeper online activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <u>Study Your Community</u>: How Has Our Community Changed Over Time? (slide 28) • <u>Explore</u>: Help Your School and Community Stay Safe and Healthy, World History Extension - Four Leaders Who Have Impacted World History, Monuments Around the World, and Contributions of Pennsylvanians • <u>Primary Sources</u>: A Speech by Clara Barton, “<i>Must Men Hate?</i>” by Sigmund Livingston <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <i>The Story of Mexico City</i> (pg. 34) 	<p>Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.3.C.3. Technology</p> <p>8.2.3.D.2. Working conditions</p> <p>8.2.3.D.3. Immigration</p> <p>8.2.3.D.4. Military conflict</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p> <p>8.3.3.D.4. Military conflict</p> <p>8.4.3.A. Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p>
--	--	---	---

LESSON 8: Geography and the Way We Live
(complete in multiple 30 minute classes during the 2nd nine weeks)

Lesson 8 Overview	With a partner, travel around the world in an activity to meet students like you from six different cultures. Then share what you have learned with the class.			
Academic Vocabulary	environment			
Additional Materials	crayons, activity cards: station cards			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 8 - How are people around the world alike and different?	Students will be able to... <ul style="list-style-type: none"> Identify the locations of continents and countries around the world. Analyze cultural artifacts to identify what they reveal about ways of life. Compare and contrast various ways of life. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Watch the provided video. Analyze and discuss what is similar and different from the way you live. Read the introduction and section 1. (pg. 170-172) Complete preview activity. (pg. 173) Vocabulary Activity (slides 5-7) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 174) Hands on Activity Notes: Visiting Cultures Around the World (slides 9-17) <ul style="list-style-type: none"> Review the continents with the geography challenge. Read section 2 about Josie and Canada, then discuss. (pg. 	<ul style="list-style-type: none"> Discussions Written Responses Student Presentations Lesson 8 TCI Assessment 	7.1.3.B. Identify and locate places and regions as defined by physical and human features. 7.2.3.A. Identify the physical characteristics of places and regions. 7.3.3.A.2. Culture 7.3.3.A.3. Settlement 7.4.3.A. Identify the effect of the physical systems on people within a community. 7.4.3.B. Identify the effect of people on the physical systems within a community. 8.4.3.A. Identify the elements of culture and ethnicity. 8.4.3.C. Compare and contrast selected world cultures.

		<ul style="list-style-type: none">176-177)○ Complete Hands-On Activity Notes (pg. 178)○ Read section 3 about Luis and Paraguay, then discuss. (pg. 179-180)○ Complete Hands-On Activity Notes (pg. 181)○ Read section 4 about Kazuo and Japan, then discuss. (pg. 182-183)○ Complete Hands-On Activity Notes (pg. 184)○ Read section 5 about Emma and Hungary, then discuss. (pg. 185-186)○ Complete Hands-On Activity Notes (pg. 187)○ Read section 6 about Paul and Australia, then discuss. (pg. 188-189)○ Complete Hands-On Activity Notes (pg. 190)○ Read section 7 about Miriam and Nigeria, then discuss. (pg. 191-192)○ Complete Hands-On Activity Notes (pg. 193) <p>4. Hands on Activity: Sharing Cultures (slides 22-23)</p> <ul style="list-style-type: none">○ Following directions on the slides <p>5. Show What You Know (slide 25)</p> <ul style="list-style-type: none">○ Read the summary and complete the Show What You Know Activity (pg. 194)		
--	--	---	--	--

		<p>6. TCI Lesson 8 Assessment</p> <ul style="list-style-type: none">○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment.○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games</p> <p>The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 6, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none">● Picture Maker● Museum of Parts <p>Optional: Culminating Activity - Comparing Cultures Project</p> <ul style="list-style-type: none">● Create a Venn Diagram to compare and contrast your culture and way of life to one of the students we learned about in Lesson 8.● Share your Venn diagram with the class <p>Optional: Dive Deeper (online)</p> <p>The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <u>Study Your Community</u>: How Does Our Community Compare with Others?● <u>Explore</u>: Living on Earth, World		
--	--	---	--	--

		<p>History Extension - Daily Life of Ancient Civilizations</p> <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <i>Making Mail Faster</i> (pg. 40)		
--	--	--	--	--

UNIT 3 - Economics
Complete Lessons 9-12 of Unit 3 during the second nine weeks.

Unit 3 Essential Questions: How are choices people make affected by available resources?

Mandatory Textbook: *Social Studies Alive! Our Community and Beyond*

NOTE: Use the provided TCI Classroom Activity Slideshow to present the lesson in correlation with the textbook. Many parts of the lesson require this interactive resource.

LESSON 9: Understanding Our Economy
(complete in multiple 30 minute classes during the 3rd nine weeks)

Lesson 9 Overview	Analyze and ask questions about images related to the economy, and then bring two of them to life.			
Academic Vocabulary	economy, free market economy, goods, market, scarcity, services			
Additional Materials	scissors, Activity Card A: grocery store Act-It-Out, Activity Card B: Garage Sale Act-It-Out			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 9 - How do we buy and sell things?	Students will be able to... <ul style="list-style-type: none"> Explain how goods and services are bought and sold at market. Analyze how scarcity forces people to make decisions and that decisions have benefits and costs. Describe the 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Discuss... “What is our economy?” Create a word/picture collage about our economy. (pg. 203) Watch the economy video and discuss. Add two more things to the collage. (pg. 203) Read the introduction. (pg. 202) Vocabulary Activity (slides 5-8) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 204) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 9 TCI Assessment 	<p>6.1.3.A. Define scarcity and identify examples of resources, wants, and needs.</p> <p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.1.3.C. Explain what is given up when making a choice.</p> <p>6.1.3.D. Identify reasons why people make a choice.</p> <p>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p>

	<p>free market economy of the United States.</p>	<p>3. Hands on Activity Notes: Economic Act-It-Outs (slides 10-15)</p> <ul style="list-style-type: none"> ○ Look at and analyze the picture (Buying and Selling... slide 11), then discuss. ○ Read section 1 (pg. 206-207) ○ Complete Hands-On Activity Notes “Step 1” for section 1 (pg. 216) ○ Look at and analyze the picture (Goods and Services... slide 13), then discuss. ○ Read section 2 (pg. 208-209) ○ Complete Hands-On Activity Notes “Step 1” for section 2 (pg. 216) ○ Grocery Store Act-It-Out <ul style="list-style-type: none"> ■ Follow the directions on slides 15-16 ○ Look at and analyze the picture (Scarcity... slide 17), then discuss. ○ Read section 3 (pg. 210-211) ○ Complete Hands-On Activity Notes “Step 1” for section 3 (pg. 216) ○ Look at and analyze the picture (Costs and Benefits... slide 19), then discuss. ○ Read section 4 (pg. 212-213) ○ Complete Hands-On Activity Notes “Step 1” for section 4 (pg. 216) ○ Grocery Store Act-It-Out <ul style="list-style-type: none"> ■ Follow the directions on slides 21-22 	<p>6.2.3.B. Identify competing sellers in the local market.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.3.B. Explain the differences in earnings by those in different jobs.</p> <p>6.5.3.C. Describe how different businesses meet the needs and wants of families.</p> <p>6.5.3.F. Define entrepreneurship.</p> <p>6.5.3.H. Identify the role of banks in our local community.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p>
--	--	--	---

		<ul style="list-style-type: none"> ○ Read section 4 (pg. 214-215) ○ Complete Hands-On Activity Notes “Step 1” for section 5 (pg. 216) <p>4. Hands on Activity Notes: Extension-Researching Our Economy (slides 26-30)</p> <ul style="list-style-type: none"> ○ Complete Hands-On Activity Notes “Steps 2-5” (pg. 216-217) <p>5. Show What You Know (slide 32)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 218) <p>6. TCI Lesson 9 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the games within Lesson 9, as the same game titles are used in different lessons with different content.</p> <ul style="list-style-type: none"> ● Cosmic Squares 		<p>8.3.3.D.1. Ethnicity and race</p> <p>8.3.3.D.5. Economic stability</p>
--	--	--	--	---

		<ul style="list-style-type: none">• Community Cleanup <p>Optional: Culminating Activity - Compare and Contrast Free Markets and Non-free Markets</p> <ul style="list-style-type: none">• After completing “ShowWhat You Know” activity page (pg. 218)... discuss Country A and Country B• Using this information create a Venn Diagram about Country A and Country B. <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <u>Study Your Community</u>: How Has Our Community's Economy Changed Over Time? (slides 34-35)• <u>Explore</u>: Scarcity: Not Enough Resources, All About Money, Ideas Move Through Communication, and World History Extension: Ancient Forms of Communication <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <i>Benjamin Franklin, Public Servant</i> (pg. 46)		
--	--	--	--	--

LESSON 10: Choices in a Free Market
(complete in multiple 30 minute classes during the 3rd nine weeks)

Lesson 10 Overview	Create your own market to discover what happens when supply is high and demand is low. Then find out what happens to prices when supply is low and demand is high.			
Academic Vocabulary	demand, incentive, profit, supply			
Additional Materials	scissors, Activity Card A: Fruit Cards, Activity Card B: Play Money			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 10 - Why do prices change in our economy?	Students will be able to... <ul style="list-style-type: none"> Identify the interests of buyers and sellers in a market with respect to price. Explain the effects of supply and demand on prices. Predict what will happen to prices when supply or demand changes. Analyze reasons for high and low 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Analyze and discuss the provided image...buyer vs. seller, high vs. low prices. Read the introduction and section 1. (pg. 220) Complete preview activity. (pg. 221) Vocabulary Activity (slides 5-8) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 222) Hands on Activity Notes: The Fruit Market Game Round 1 (slides 10-18) <ul style="list-style-type: none"> Set up the game for round 1. Read sections 1-2 and discuss. (pg. 224-227) Add to the Hands-On Activity Notes (pg. 221) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 10 TCI Assessment 	<p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.1.3.C. Explain what is given up when making a choice.</p> <p>6.1.3.D. Identify reasons why people make a choice.</p> <p>6.2.3.B. Identify competing sellers in the local market.</p> <p>6.2.3.C. Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.3.3.B. Identify examples of government involvement in local economic activities.</p> <p>6.3.3.D. Describe how</p>

	<p>prices of goods and services in the local community.</p>	<ul style="list-style-type: none"> ○ Trading Game Round 1 ○ Sing Supply and Demand Song I ○ Read section 3 and discuss. (pg. 228-229) ○ Complete Hands-On Activity Notes (pg. 230) <p>4. Hands on Activity Notes: The Fruit Market Game Round 2 (slides 20-33)</p> <ul style="list-style-type: none"> ○ Set up the game for round 2. ○ Trading Game Round 2 ○ Sing Supply and Demand Song II ○ Read section 4 and discuss. (pg. 231-232) ○ Complete Hands-On Activity Notes (pg. 233) ○ Read section 4 and discuss. (pg. 234-235) ○ Analyze and discuss Situation 1 ○ Analyze and discuss Situation 2 ○ Analyze and discuss Situation 3 ○ Analyze and discuss Situation 4 <p>5. Show What You Know (slide 35)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 236) <p>6. TCI Lesson 10 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” 	<p>government is important to the economic system.</p> <p>6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).</p> <p>6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.3.B. Explain the differences in earnings by those in different jobs.</p> <p>6.5.3.C. Describe how different businesses meet the needs and wants of families.</p> <p>6.5.3.F. Define entrepreneurship.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p>
--	---	---	--

		<p>assessments. Both regular and modified versions are available.</p> <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 6, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none">• Cosmic Squares• Powered By Pizza <p>Optional: Culminating Activity - Mock Free Market</p> <ul style="list-style-type: none">• Plan ahead and have students create items to sell at a “school market”• Give students “market money” to buy items from their classmates• Allot time to act out your classroom market• Discuss what happened and what the students learned about money, buying, and selling. <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <u>Study Your Community</u>: How Can We Prepare for Work in Our Community?• <u>Explore</u>: Making Economic Decisions, Yogi’s Yogurt• <u>Primary Sources</u>: "When Boris Yeltsin Went Grocery Shopping in Clear Lake"		
--	--	---	--	--

		<p>Optional: Social Studies Stories</p> <p>The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <i>Becoming an Entrepreneur</i> (pg. 50)		
--	--	--	--	--

LESSON 11: Using Money Wisely
(complete in multiple 30 minute classes during the 3rd nine weeks)

Lesson 11 Overview	Analyze a variety of situations dealing with money and create arguments to explain your choice in each situation. Then play a budget game! Allocate tokens to categories and make tough choices.			
Academic Vocabulary	interest, invest			
Additional Materials	scissors, Activity Card: Voting Cards			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 11 - Why do we save money?	Students will be able to... <ul style="list-style-type: none"> Describe why and how people save money. Analyze various financial situations and debate the best course of action to take. Decide how to allocate money to various budget categories. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Discuss... “What would you do if you found \$5 on the floor?” Complete Preview Activity (pg. 239) Read the introduction. (pg. 238) Vocabulary Activity (slides 5-7) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 240) Hands on Activity Notes: Making Economic Choices (slides 9-18) <ul style="list-style-type: none"> Read “Situation 1: Birthday Money” and discuss. (pg. 242) Complete numbers 1 and 2 of Hands-On Activity Notes. (pg. 242) Read section 1. (pg. 243-244) Complete number 3 of Hands-On Activity Notes. (pg. 242) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 11 TCI Assessment 	<p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.3.B. Explain the differences in earnings by those in different jobs.</p> <p>6.5.3.C. Describe how different businesses meet the needs and</p>

		<ul style="list-style-type: none"> ○ Read “Situation 2: Saving Your Money” and discuss. (pg. 245) ○ Complete numbers 1 and 2 of Hands-On Activity Notes. (pg. 245) ○ Read section 2. (pg. 246-247) ○ Complete number 3 of Hands-On Activity Notes. (pg. 245) ○ Read “Situation 3: Investing in Your Business” and discuss. (pg. 248) ○ Complete numbers 1 and 2 of Hands-On Activity Notes. (pg. 248) ○ Read sections 3-4. (pg. 249-251) ○ Complete number 3 of Hands-On Activity Notes. (pg. 248) <p>4. Hands on Activity Notes: Creating a Budget (slides 20-26)</p> <ul style="list-style-type: none"> ○ Work through the slides and discuss. ○ Complete Hands-On Activity Notes (pg. 252-253) <p>5. Show What You Know (slide 28)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 254) <p>6. TCI Lesson 11 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. 		<p>wants of families.</p> <p>6.5.3.D. Describe the result of spending savings.</p> <p>6.5.3.E. Identify tangible and intangible assets.</p> <p>6.5.3.G. Define saving and explain why people save.</p> <p>6.5.3.H. Identify the role of banks in our local community.</p> <p>8.3.3.D.5. Economic stability</p>
--	--	---	--	---

		<ul style="list-style-type: none">○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the games within Lesson 11, as the same game titles are used in different lessons with different content.</p> <ul style="list-style-type: none">● Picture Maker● Adventures in the Sky <p>Optional: Culminating Activity - What Would You Do with \$100</p> <ul style="list-style-type: none">● After learning what you have during this lesson, what would you do with \$100?● Write a paragraph explaining what you would do and then present your ideas to the class. <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <u>Study Your Community</u>: What Economic Issues Are Important to Our Community? (slides 30)● <u>Explore</u>: Understanding Money, and Making a Budget <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p>		
--	--	--	--	--

		<ul style="list-style-type: none">• <i>Creating a Budget</i> (pg. 54)		
--	--	---	--	--

LESSON 12: The United States and Global Trade
(complete in multiple 30 minute classes during the 3rd nine weeks)

Lesson 12 Overview	Use a ball of yarn to create a trade web connecting countries around the world to one another. Identify different points of view about trade and then write an argument analyzing global trade.			
Academic Vocabulary	global trade, manufactured			
Additional Materials	scissors, yarn ball, Activity Card: Global Trading Cards			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 12 - How does global trade affect our economy?	Students will be able to... <ul style="list-style-type: none"> Analyze a simulated pattern of global trade. Identify different perspectives about global trade. Identify products sold in the local community that are involved in global trade. Annotate world maps with examples of trade. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Read the introduction. (pg. 256) Complete preview activity. (pg. 257) Vocabulary Activity (slides 5-7) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 258) Hands on Activity Notes: Global Trading Game (slides 9-13) <ul style="list-style-type: none"> Set up the game for round 1 and following directions on the slides to play the game. Read sections 1-3 and discuss. (pg. 260-265) Hands on Activity Notes: Perspectives on Trade (slides 15-18) <ul style="list-style-type: none"> Read section 4-5 and discuss. (pg. 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 12 TCI Assessment 	<p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.2.3.E. Describe the effect of local businesses opening and closing.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.4.3.A. Identify local examples of specialization and division of labor.</p> <p>6.4.3.B. Identify examples of trade, imports, and exports in the local community.</p> <p>6.5.3.C. Describe how different businesses meet the needs and</p>

		<p>266-269)</p> <ul style="list-style-type: none"> ○ Complete Hands-On Activity Notes (pg. 270) ○ Debate... is global trade good or bad? In small groups discuss what you have learned and your perspective on global trade. <p>5. Show What You Know (slide 20)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 271) <p>6. TCI Lesson 12 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 12, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none"> ● Cosmic Squares ● The Museum of Parts <p>Optional: Culminating Activity - Comparing Global Trade</p> <ul style="list-style-type: none"> ● Research major global markets from around the world. 		<p>wants of families.</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.2. Working conditions</p>
--	--	---	--	---

		<ul style="list-style-type: none"> • Map out and record the major products that different countries from around the world trade with the global community • Share your map with the class <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <u>Study Your Community</u>: What Does Our Community Trade with the World? (slides 22-23) • <u>Explore</u>: Forms of Money in North America • <u>Primary Sources</u>: "When Is This Going to End?" <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <i>How Trade Is Changing Bengaluru</i> (pg. 58) 		
--	--	---	--	--

UNIT 4 - Civics

Complete Lessons 13-16 of Unit 4 during the fourth nine weeks.

Unit 4 Essential Questions: How can being an active citizen benefit others?

Mandatory Textbook: *Social Studies Alive! Our Community and Beyond*

NOTE: Use the provided TCI Classroom Activity Slideshow to present the lesson in correlation with the textbook. Many parts of the lesson require this interactive resource.

LESSON 13: Providing Public Services (complete in multiple 30 minute classes during the 4th nine weeks)

Lesson 13 Overview	Explore why people join communities and how public services are paid for. Learn about six different public services and rank their importance.			
Academic Vocabulary	first responders, private services, public services, tax, suburbs			
Additional Materials	scissors, Activity Card A-F: Public Services			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 13 - What different services does our community have?	Students will be able to... <ul style="list-style-type: none"> Distinguish between public and private services. Analyze images related to various public services. Evaluate the relative importance of 	<ol style="list-style-type: none"> Preview Activity (slides 2-4) <ul style="list-style-type: none"> Read the introduction. (pg. 280) Watch the community video and discuss. Complete preview activity. (pg. 281) Vocabulary Activity (slides 6-9) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 282) Hands on Activity Notes: Community Services and Taxes (slides 11-15) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 13 TCI Assessment 	<p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.3.3.C. Identify services performed by the local government.</p> <p>5.3.3.I. Explain the role of taxes in operating government.</p> <p>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p>

	<p>different public services.</p> <ul style="list-style-type: none"> ● Use a bar graph and a pictograph to represent numerical data. 	<ul style="list-style-type: none"> ○ Watch the fly over video of Lawrenceville, Georgia and discuss. ○ Read section 1 and discuss. (pg. 284-285) ○ Complete Hands-On Activity Notes (pg. 286) ○ Watch the fly over video of Lawrenceville, Georgia again and discuss. ○ Read section 2 and discuss. (pg. 287-288) ○ Tax match (slide 15) <p>4. Hands on Activity Notes: Public Services and Their Importance (slides 17-20)</p> <ul style="list-style-type: none"> ○ Study the public service image ○ Read sections 3-8 and discuss. (pg. 289-299) ○ Complete Hands-On Activity Notes (pg. 300-301) ○ Discuss the different public services. <p>5. Show What You Know (slide 22)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 302) <p>6. TCI Lesson 13 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. 		<p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.3.3.A. Identify goods and services provided by the government.</p> <p>6.3.3.C. Define tax and explain the relationship between taxation and government services.</p>
--	---	--	--	---

		<ul style="list-style-type: none">○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games</p> <p>The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 13, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none">● Cosmic Squares● Community Cleanup <p>Optional: Culminating Activity - Public Service Poster</p> <ul style="list-style-type: none">● Choose your favorite public service● Make a poster of your favorite public service● One the poster include<ul style="list-style-type: none">○ Name of public service○ How it helps the community○ 3 reasons why it is important○ Picture of the service● Share your poster with the class <p>Optional: Dive Deeper (online)</p> <p>The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">● <u>Study Your Community</u>: How Do Service Organizations Help Our Community? (slides 24-25)● <u>Explore</u>: Transportation System <p>Optional: Social Studies Stories</p> <p>The following Social Studies Stories activities may be used as a mini lesson:</p>		
--	--	---	--	--

		<ul style="list-style-type: none">• <i>Eagles, Flags, and Midnight Parades</i> (pg. 62)		
--	--	---	--	--

LESSON 14: Government in the United States
(complete in multiple 30 minute classes during the 4th nine weeks)

Lesson 14 Overview	Plan and write a podcast about government.			
Academic Vocabulary	city hall, Constitution, federal government, legislature, local government, state government, public works, tribal government			
Additional Materials	none			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 14 - How is our government set up?	Students will be able to... <ul style="list-style-type: none"> Identify the three main levels of government in the United States and the basic law that all of them must obey. Describe the main responsibilities of individuals at various levels of government. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Read the introduction. (pg. 256) Complete preview activity. (pg. 257) Vocabulary Activity (slides 5-7) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 258) Hands on Activity Notes: Global Trading Game (slides 9-13) <ul style="list-style-type: none"> Set up the game for round 1 and following directions on the slides to play the game. Read sections 1-3 and discuss. (pg. 260-265) Hands on Activity Notes: Perspectives on Trade (slides 15-18) <ul style="list-style-type: none"> Read section 4-5 and discuss. (pg. 266-269) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 14 TCI Assessment 	5.1.3.A. Explain the purposes of rules, laws, and consequences. 5.1.3.B. Explain rules and laws for the classroom, school, and community. 5.1.3.C.1. Liberty / Freedom 5.1.3.C.2. Democracy 5.1.3.C.3. Justice 5.1.3.D.2. United States Constitution 5.1.3.D.3. Bill of Rights 5.1.3.D.4. Pennsylvania Constitution 5.1.3.E. Identify the rights of an American citizen. 5.2.3.A. Identify personal rights and responsibilities.

		<ul style="list-style-type: none"> ○ Complete Hands-On Activity Notes (pg. 270) ○ Debate... is global trade good or bad? In small groups discuss what you have learned and your perspective on global trade. <p>5. Show What You Know (slide 20)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 271) <p>6. TCI Lesson 14 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 14, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none"> ● Cosmic Squares ● The Museum of Parts <p>Optional: Culminating Activity - Comparing Global Trade</p> <ul style="list-style-type: none"> ● Research major global markets from around the world. ● Map out and record the major 	<p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.3.3.A. Identify the roles of the three branches of government.</p> <p>5.3.3.B. Identify how laws are made in the local community.</p> <p>5.3.3.D. Identify positions of authority at school and community.</p> <p>5.3.3.H. Explain how the media can impact government.</p> <p>5.3.3.J. Identify key ideals of the form of government practiced in the United States.</p> <p>6.3.3.B. Identify examples of government involvement in local economic activities.</p> <p>7.3.3.A.5. Political activities</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe</p>
--	--	--	--

		<p>products that different countries from around the world trade with the global community</p> <ul style="list-style-type: none">• Share your map with the class <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <u>Study Your Community</u>: What Does Our Community Trade with the World? (slides 22-23)• <u>Explore</u>: Forms of Money in North America• <u>Primary Sources</u>: "When Is This Going to End?" <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <i>Helping a Community in Need</i> (pg. 68)		<p>historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p> <p>8.3.3.D.2. Working conditions</p>
--	--	--	--	---

LESSON 15: Citizenship and Participation
(complete in multiple 30 minute classes during the 4th nine weeks)

Lesson 15 Overview	Complete an infographic that explains the relationship between people and leaders in a republic. Explore the responsibilities of citizenship by taking part in a simulation of the democratic process.			
Academic Vocabulary	ballot, candidate, civil rights, demonstration, peaceful, register, republic			
Additional Materials	scissors, activity cards			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 15 - How do we have a voice in our community?	Students will be able to... <ul style="list-style-type: none"> Identify four ways for people to have a voice in their community. Evaluate arguments for opposing positions on an issue. Describe a step-by-step process for preparing to vote responsibly in an election. 	<ol style="list-style-type: none"> Preview Activity (slides 2-3) <ul style="list-style-type: none"> Read the principal's letter and discuss Read the introduction. (pg. 320) Complete preview activity. (pg. 321) Vocabulary Activity (slides 5-8) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 322) Hands on Activity Notes: Responsibilities in a Republic (slides 10-12) <ul style="list-style-type: none"> Read section 1 and discuss. (pg. 324-325) Complete Hands-On Activity Notes (pg. 326... slide 11) Hands on Activity Notes: Being a Good Citizen (slides 14-27) <ul style="list-style-type: none"> Discuss slides 14-15 Look at and analyze the public 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 15 TCI Assessment 	5.1.3.C.1. Liberty / Freedom 5.1.3.C.2. Democracy 5.1.3.C.3. Justice 5.1.3.C.4. Equality 5.1.3.D.2. United States Constitution 5.1.3.D.4. Pennsylvania Constitution 5.1.3.E. Identify the rights of an American citizen. 5.1.3.F. Identify state symbols, national symbols, and national holidays. 5.2.3.A. Identify personal rights and responsibilities. 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and

		<p>meeting image and discuss</p> <ul style="list-style-type: none"> ○ Read sections 2 and discuss. (pg. 327) ○ Complete Hands-On Activity Notes for section 2 (pg. 334) ○ Look at and analyze the taking part in peaceful demonstrations image and discuss ○ Read sections 3 and discuss. (pg. 328-329) ○ Complete Hands-On Activity Notes for section 3 (pg. 334) ○ Listen to the candidates' speeches (slide 23) ○ Read sections 4 and discuss. (pg. 330-331) ○ Complete Hands-On Activity Notes for section 4 (pg. 335) ○ Read sections 5 and discuss. (pg. 332-333) ○ Cast your vote ○ Tally the class votes ○ Complete Hands-On Activity Notes for section 5 (pg. 335) <p>5. Show What You Know (slide 29)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 337-338) <p>6. TCI Lesson 15 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. 	<p>nation.</p> <p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.A. Identify the roles of the three branches of government.</p> <p>5.3.3.E. Explain the purpose for elections.</p> <p>5.3.3.G. Identify individual interests and explain ways to influence others.</p> <p>5.3.3.H. Explain how the media can impact government.</p> <p>5.3.3.J. Identify key ideals of the form of government practiced in the United States.</p> <p>5.4.3.D. Describe the different roles of the media.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United</p>
--	--	--	--

		<ul style="list-style-type: none"> ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following games can be used as a review prior to the assessment. Make sure that you are selecting the games within Lesson 15, as the same games are used in different lessons with different content.</p> <ul style="list-style-type: none"> ● Cosmic Squares ● Adventures in the Sky <p>Optional: Culminating Activity - Peaceful Demonstration Poster (extension activity)</p> <ul style="list-style-type: none"> ● Choose one of the community issues from the previous page ● Make a peaceful demonstration poster for that community issue ● Make sure the poster is <ul style="list-style-type: none"> ○ Easy to read ○ Neat ○ colorful ● Share your poster with the class <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> ● <u>Study Your Community</u>: How Can We Take a Stand in Our Community? (slides 31-32) ● <u>Explore</u>: We the People: Around the World, Celebrating Holidays, and Comparing Citizenship Around the World ● <u>Primary Sources</u>: Speech About Women's Voting Rights by Susan 	<p>States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p> <p>8.4.3.A. Identify the elements of culture and ethnicity.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p>
--	--	--	--

		<p>B. Anthony, and "A First-Time Voter's Election Day Experience" an article by Katie Nixon</p> <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none">• <i>The Constitution Protects Our Rights</i> (pg. 74)		
--	--	---	--	--

LESSON 16: Making a Difference in the World
(complete in multiple 30 minute classes during the 4th nine weeks)

Lesson 16 Overview	Examine bumper stickers to learn about actions you can take to make a difference in the world. Then plan and carry out a community service project.			
Academic Vocabulary	habitat, inclusive			
Additional Materials	Activity Card A-B: Bumper Stickers			
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 16 - How can we help the world around us?	Students will be able to... <ul style="list-style-type: none"> Identify specific ways of showing public virtue. Develop a detailed proposal for a community project to help the world around students. Evaluate and compare ideas for community projects. 	<ol style="list-style-type: none"> Preview Activity (slides 2-4) <ul style="list-style-type: none"> Read the introduction. (pg. 340) Watch the video and discuss the things that you noticed. Discuss slogans and pick one that matches the video. Complete preview activity. (pg. 341) Vocabulary Activity (slides 6-8) <ul style="list-style-type: none"> Introduce the vocabulary words for the lesson. Complete preview activity (pg. 342) Hands on Activity Notes: Matching Bummer Sticker Slogans (slides 10-15) <ul style="list-style-type: none"> Read sections 1-8. (pg. 344-351) Complete Hands-On Activity Notes by matching the bumper stickers to each section. (pg. 352-353) 	<ul style="list-style-type: none"> Exit Tickets Discussions Written Responses Student Presentations Lesson 16 TCI Assessment 	5.1.3.C.4. Equality 5.2.3.A. Identify personal rights and responsibilities. 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation. 5.2.3.D. Describe how citizens participate in school and community activities. 5.3.3.F. Explain how an action may be just or unjust. 5.3.3.H. Explain how the media can impact government. 5.4.3.A. Identify conflicts in the world using a map/globe. 5.4.3.B. Describe the roles of world leaders.

		<ul style="list-style-type: none"> ○ Wrap-Up... What are ways that we can help make a difference in the world? <p>4. Hands on Activity Notes: Community Service Project (slides 17-19)</p> <ul style="list-style-type: none"> ○ Read section 9 and discuss. (pg. 354-355) ○ Complete Hands-On Activity Notes (pg. 356-357) <p>5. Show What You Know (slide 24)</p> <ul style="list-style-type: none"> ○ Read the summary and complete the Show What You Know Activity (pg. 358) <p>6. TCI Lesson 16 Assessment</p> <ul style="list-style-type: none"> ○ Online Assessment... you may choose to print a paper copy to make copies for your class, or assign the assessment through TCI and have students log in to complete the online assessment. ○ Click on “My District” assessments. Both regular and modified versions are available. <p>Optional: Online Games The following <i>TCI online games</i> can be used as a review prior to the assessment. These can be assigned online to students for individual practice or completed as a whole group. Make sure that you are selecting the games within Lesson 16, as the same game titles are used in different lessons with different content.</p>	<p>5.4.3.C. Identify the role of the United Nations in the world.</p> <p>5.4.3.D. Describe the different roles of the media.</p> <p>5.4.3.E. Explain compromise as a conflict resolution strategy.</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.4.3.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D.1. Ethnicity and race</p>
--	--	--	--

		<ul style="list-style-type: none"> • Picture Maker • The Museum of Parts <p>Optional: Culminating Activity - Community Service Project Bummer Sticker (Extension... slides 21-22)</p> <ul style="list-style-type: none"> • After completing your service project, create a bumper sticker for that service project. • Share your bumper sticker with the class <p>Optional: Dive Deeper (online) The following Dive Deeper activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <u>Study Your Community</u>: How Does Our Community Help the World Around Us? (slides 26-27) • <u>Explore</u>: A Handshake Between Countries, Saving Our Earth, Improving Air Pollution, Preventing Oil Spills, Keeping Schools Safe From Toxic Waste, and Nations Work Together to Solve Problems • <u>Primary Sources</u>: "Superheroes Rise in Rough Times" <p>Optional: Social Studies Stories The following Social Studies Stories activities may be used as a mini lesson:</p> <ul style="list-style-type: none"> • <i>Making Your Voice Count</i> (pg. 80) 		<p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p>
--	--	---	--	--