<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
</tr>
<tr>
<td>Concept</td>
<td>A. Principles of constitutional democracy in the United States</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>1. Explain why cities make laws and ordinances</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10, 4.1
- Knowledge: (SS) 2
- SSGLE: PR.1.A
- NETS: 1a
- DOK: 2

**Instructional Strategies**
- Anchor charts to support reasons for rules, laws and authority figures
- Discuss authority figures and how they affect us:
  - at home
  - at school
  - locally
  - federally
- Discuss the structure of the local government
- Invite city officials to explain city laws and why they exist

**Assessments/Evaluations**
- Observation
- Fill in the blank with word bank

**Sample Assessment Questions**
- Why do cities make laws? (e.g., exit ticket)
### Instructional Resources/Tools

- District provided textbook Ch. 8, Lesson 1, p. 220
- [www.jeffcitymo.org](http://www.jeffcitymo.org)
- [www.holtsummit.org](http://www.holtsummit.org)
- SMART Exchange: Making, applying and enforcing rules and laws

### Literacy Connections

- Read alouds related to (the):
  - city council
  - mayor
  - laws and rules (Weekly Readers)

### Cross Curricular Connections

- 

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<tbody>
<tr>
<td>B. Role of citizens and governments in carrying out constitutional principles</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>- Discuss the responsibilities of citizens</td>
</tr>
<tr>
<td></td>
<td>- Show respect for others</td>
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<td></td>
<td>- Treat others fairly (justice)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.2
- Knowledge: (SS) 2
- SSGLE: PR.1.B
- NETS: 2d
- DOK: 1

**Instructional Strategies**
- Anchor chart describing what makes a good citizen
- Class book: “I am a good citizen when I…” (Each student makes own page to create class book)
- Role play involving situations that are not fair

**Assessments/Evaluations**
- Teacher observation
- Give a situation and students write about how to solve the problem as a responsible citizen (e.g., What would you do if the judge called you out during four square, but you didn’t think you were out?)

**Sample Assessment Questions**
- Class book: “I am a good citizen when I…” (Each student makes his/her own page to create a class book)

**Instructional Resources/Tools**
- SMART Exchange: Citizenship in the Community
- District provided textbook – *Being a Good Citizen*, p. 332
## Literacy Connections

- *If Everybody Did* by Jo Ann Stover
- *Officer Buckle and Gloria* by Peggy Rathmann
- *We Live Here Too!!* by Nancy Loewen

## Cross Curricular Connections

-
### Principals of the Republic

#### Knowledge of the Principles Expressed in Documents Shaping Republic in the United States

<table>
<thead>
<tr>
<th>Concept</th>
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</thead>
<tbody>
<tr>
<td>C. Understanding of the main purposes of United States documents</td>
<td>3. • State the main purposes of the Declaration of Independence • Identify the purpose of the Constitution</td>
</tr>
</tbody>
</table>

### Alignments:
- Performance: 1.5
- Knowledge: (SS) 2
- SSGLE: PR.1.C
- NETS: 2a
- DOK: 2

### Instructional Strategies
- Learn vocabulary of the Preamble through:
  - student generated definitions
  - visual representations using the form of a foldable

### Assessments/Evaluations
- Fill in the blank test using a word bank or short answer

### Sample Assessment Questions
- State a purpose of the:
  - Declaration of Independence
  - Constitution

### Instructional Resources/Tools
- YouTube: John Adams-Declaration of Independence (founding fathers voting to secede from England)
- District provided textbook A2-A7
- YouTube: Schoolhouse Rock Constitution
### Literacy Connections

- *We the Kids* by David Catrow
- *In 1776* by Marzollo
- *The Declaration of Independence* by Lori Mortensen
- *The Declaration of Independence: A Museum in a Book* by Rod Gragg (show copy of the Declaration)

### Cross Curricular Connections

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<tbody>
<tr>
<td>D. Knowledge of the symbols of our nation</td>
<td>4. Explain how the National Anthem symbolizes our nation</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.6  
Knowledge: (SS) 1  
SSGLE: PR.1.D  
NETS: 3a  
DOK: 2

### Instructional Strategies
- Teacher led discussion  
- The teacher will discuss the history behind the National Anthem with the whole class  
- Use SMART Exchange to discuss the meaning of the verses of the National Anthem

### Assessments/Evaluations
- Teacher observation  

### Sample Assessment Questions
- Use selected activity tabs within the SMART Exchange to formally assess students

### Instructional Resources/Tools
- SMART Exchange: National Anthem  
- District provided textbook A7  
- [http://www.webwranglerdesign.com/Music/WebSite/PDF/TheNationalAnthem-Packet.pdf](http://www.webwranglerdesign.com/Music/WebSite/PDF/TheNationalAnthem-Packet.pdf) (student friendly activities and National Anthem lyrics and music)
### Literacy Connections

- *The National Anthem* by Patricia Quiri

### Cross Curricular Connections

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<table>
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<tr>
<th>Strand</th>
<th>Principals and Processes of Governance Systems</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Principles and Processes of Governance Systems</td>
</tr>
<tr>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>E. Principles and purposes of government</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Analyze peaceful solutions of problems by courts</td>
</tr>
<tr>
<td></td>
<td>• Create peaceful solutions of problems by other legitimate authorities, such as parents, teachers, principals, etc.</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 3.4
- Knowledge: (SS) 2
- SSGLE: PPGS.2.A
- NETS: 4d
- DOK: 3

**Instructional Strategies**
- Create a t-chart with problem solution
- Use Rosa Parks court case as an example
- Role-play and discuss conflict-resolution scenarios
- Counselor can come and teach conflict mediation

**Assessments/Evaluations**
- Teacher observation

**Sample Assessment Questions**
- How did Rosa Parks solve here conflict peacefully?

**Instructional Resources/Tools**
- *The Story of Rosa Parks* by David Adler
- [http://library.thinkquest.org/J0112391/rosa_parks.htm](http://library.thinkquest.org/J0112391/rosa_parks.htm)
Literacy Connections

- *The Story of Rosa Parks* by David Adler

Cross Curricular Connections

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<table>
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<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Processes of governmental systems</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Describe how authoritative decisions are made, enforced and interpreted within the federal government</td>
</tr>
<tr>
<td></td>
<td>• Name the three branches of federal government</td>
</tr>
<tr>
<td></td>
<td>• Explain the job of each branch in the federal government</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.6, 1.10
- Knowledge: (SS) 2
- SSGLE: PPGS.2.C
- NETS: 2a
- DOK: 2

**Instructional Strategies**
- Teacher led discussion
- Students will make a chart of the 3 branches of the government
- YouTube video of School House Rock-Three Ring Circus

**Assessments/Evaluations**
- Assessed using a scoring guide:
  - Students will:
    - make a poster of a tree with 3 branches. The leaves represent the leader and his/her job
    - list each branch of the government

**Sample Assessment Questions**
- Teacher observation
### Instructional Resources/Tools
- District provided textbook – p. 234-235

### Literacy Connections
- *Duck For President* by Doreen Cronin
- *Grace For President* by Kelly DePucchio

### Cross Curricular Connections
- 

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<thead>
<tr>
<th>Strand</th>
<th>Missouri, United States and World History Tools of Social Science Inquiry</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Knowledge of Continuity and Change in the History of Missouri and the United States Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>G. Knowledge of contributions of non-Missourians</td>
<td>1. Describe the contributions of Martin Luther King, Jr.</td>
</tr>
</tbody>
</table>

| Alignments:                  | Performance: 1.5, 1.10, 2.1 Knowledge: (SS) 3,7 SSGLE: MUSWH.3a.G; TSSI.7.A NETS: 4c DOK: 3 |

**Instructional Strategies**

- Pick big events from Martin Luther King’s life and illustrate, in pairs, each event and form a large timeline

**Assessments/Evaluations**

- Choose a character trait from *Martin’s Big Words* and write or draw a scene from their everyday life that illustrates these ideas

**Sample Assessment Questions**

- Describe a character trait in Martin Luther King’s life and how you could display it in your life and why

**Instructional Resources/Tools**

- “My Brother Martin” – video

**Literacy Connections**

- *A Picture Book about Martin Luther King* by David Adler
- *Martin’s Big Words* by Doreen Rapport
<table>
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<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)</td>
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</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| H. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events | 1.  
| | • Name some public goods and services |
| | • Tell what goods are and what services provide |
| | • Tell the differences between natural, capital and human resources |

**Alignments:**  
Performance: 1.6, 1.10  
Knowledge: (SS) 4  
SSGLE: ECP.4.A  
NETS: 3b  
DOK: 1

**Instructional Strategies**
- Use the text to build background  
- Make an anchor chart for the three resources used in the story *The Three Little Pigs*

**Assessments/Evaluations**
- Construct a map and label certain buildings as public service places, such as:  
  - city hall  
  - schools  
  - streets  
  - police  
  - fire  
  - highway department  
- Students explain the purposes of those places and how they are different from the communities private goods and services
### Sample Assessment Questions

- Identify a good and a service
- Identify characteristics of human, natural and capital resources

### Instructional Resources/Tools

- District provided textbook, Ch. 6, lesson 1, pp. 160-164 & Ch. 8, pp. 224-225
- [http://www.siue.edu/SIPDC/Library/lesson%20plan/reading1.pdf](http://www.siue.edu/SIPDC/Library/lesson%20plan/reading1.pdf)
- DVD – Econ and Me

### Literacy Connections

- *The Three Little Pigs*
- *Cherry Pie*
- *The Pickle Patch Bath Tub*

### Cross Curricular Connections

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</table>

### Concept

1. Understanding the consequences of personal and public economic decisions

### Learning Targets

2. • Identify the costs and benefits of decisions

### Alignments:
- Performance: 3.8
- Knowledge: (SS) 4
- SSGLE: ECP.4.B
- NETS: 3b
- DOK: 2

### Instructional Strategies

- Teacher led discussion
- KWL chart
- Use the EconEd link to familiarize students with cost benefit decision making

### Assessments/Evaluations

- Make up scenarios related to those on the link
- Students will create a situation and analyze the cost and benefit

### Sample Assessment Questions

- What is the cost and benefit of not completing your work?

### Instructional Resources/Tools

- The Three Little Pigs

### Literacy Connections

- *A Chair for My Mother* by Vera Williams
- *Shortcut* by Donald Crews
- *Uncle Jed’s Barbershop* by Margaree Mitchell
Cross Curricular Connections

•
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| J. Understanding various types of taxes and their purposes | 3.  
  - Identify taxes that students experience, such as sales taxes  
  - List how tax moneys are used, who benefits from tax-supported services and who pays for these services |

**Alignments:**  
Performance: 1.8, 1.10  
Knowledge: (SS) 4  
SSGLE: ECP.4.C  
NETS: 1d  
DOK: 1

**Instructional Strategies**

- Set up a class store where students have to purchase items with sales tax included  
- Class discussion about how tax money is used by the community

**Assessments/Evaluations**

- List how tax money is used to support your community, such as:  
  - school  
  - fire department  
  - police  
  - roads  
  - parks

**Sample Assessment Questions**

- Class discussion: What are taxes and how is the money used?

**Instructional Resources/Tools**

- District provided textbook – pp. 224, 225
### Literacy Connections

- *What are Taxes* by Baron Bedesky
- Taxes (Weekly Reader)

### Cross Curricular Connections

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</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>K. Reading and constructing maps</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read maps</td>
</tr>
<tr>
<td></td>
<td>• Create a map with a compass rose, map key, map symbols, and a title</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.5, 1.8  
Knowledge: (SS) 5  
SSGLE: EGSA.5.A  
NETS: 4b  
DOK: 4

**Instructional Strategies**
• Look at books with various types of maps and discuss features of the maps  
• Textbook H9 – H16

**Assessments/Evaluations**
• Create an individual map of the classroom, bedroom, etc., using (a):  
  • title  
  • compass rose  
  • map key  
  • map symbols

**Sample Assessment Questions**
• Create a map as a class including features of a map:  
  • title  
  • compass rose  
  • map key  
  • map symbols
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• District provided textbook H9 – H16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Me on the Map</em> by Joan Sweeney</td>
</tr>
<tr>
<td>• <em>If Maps Could Talk</em> by Erika Shores</td>
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<td>Strand</td>
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<td>L. Understanding the concept of location to make predictions and solve problems</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Identify and locate the Mississippi and Missouri Rivers</td>
</tr>
<tr>
<td></td>
<td>• Locate and identify the states bordering Missouri on a map</td>
</tr>
<tr>
<td></td>
<td>• Describe and use absolute location using a grid system</td>
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</table>

<table>
<thead>
<tr>
<th>Alignments:</th>
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<tbody>
<tr>
<td>Performance:</td>
<td>1.4, 1.5</td>
</tr>
<tr>
<td>Knowledge:</td>
<td>(SS) 5</td>
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<tr>
<td>SSGLE:</td>
<td>EGSA.5.B</td>
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<tr>
<td>NETS:</td>
<td>3b</td>
</tr>
<tr>
<td>DOK:</td>
<td>2</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>• Locate the Missouri and Mississippi Rivers on a map of Missouri (use Kool-Aid, highlighter, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Students will create a map of Missouri and the bordering states in SMART Notebook</td>
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<tr>
<td>• Use textbook for instruction of grid systems</td>
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<tr>
<td>• Students will:</td>
<td></td>
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<tr>
<td>• label a map of Missouri and the surrounding states</td>
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</tr>
<tr>
<td>• locate the Missouri and Mississippi Rivers</td>
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</tbody>
</table>

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<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• SMART Notebook created templates:</td>
</tr>
<tr>
<td>• Missouri and its 8 bordering states: Students will drag the names of states and practice labeling them</td>
</tr>
<tr>
<td>• Grid map: Students will drag items to a given location on the grid map</td>
</tr>
</tbody>
</table>
### Instructional Resources/Tools

- District provided textbook H16
- Grid Map worksheets
- Missouri and Bordering States worksheets

### Literacy Connections

- *S Is for Show Me* by Judy Young
- *M Is for Missouri* by Carol Greene

### Cross Curricular Connections

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**Concept**

M. Relationships within places (*Human-Environment Interactions*) (Movement)

**Learning Targets**

3. 
- Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are

**Alignments:**
Performance: 1.6 
Knowledge: (SS) 5 
SSGLE: EGSA.5.D 
NETS: 3b 
DOK: 2

**Instructional Strategies**

- Discuss and identify characteristics of:
  - oceans
  - mountains
  - caves
  - urban areas
  - forests

**Assessments/Evaluations**

- Show a picture/image of an ecosystem and identify characteristics of each ecosystem

**Sample Assessment Questions**

- Students will be given a picture of an ecosystems and they will come up with the characteristics of that ecosystem

**Instructional Resources/Tools**

- District provided textbook – pp. 38, 39
- SMART Exchange – Which Region?
### Literacy Connections

- By Andrew Schlessinger:
  - *All about Water Ecosystems*
  - *All about the Forest*
- *Missouri* by Anne Welsbacher
- “Ecosystems & Habitats – video

### Cross Curricular Connections

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<tr>
<td><strong>Concept</strong></td>
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</tr>
<tr>
<td>N. Understanding relationships between and among regions</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
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<tr>
<td>5.</td>
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</tr>
<tr>
<td>• Identify characteristics of different regions (e.g., urban, rural, suburban)</td>
<td></td>
</tr>
<tr>
<td>• Explain why people living in different regions (rural, urban, suburban) with different jobs need to interact with each other</td>
<td></td>
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<tr>
<td><strong>Alignments:</strong></td>
<td></td>
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<tr>
<td>Performance: 1.6</td>
<td></td>
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<tr>
<td>Knowledge: (SS) 5</td>
<td></td>
</tr>
<tr>
<td>SSGLE: EGSA.5.F</td>
<td></td>
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<tr>
<td>NETS: 4b</td>
<td></td>
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<tr>
<td>DOK: 2</td>
<td></td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>• Foldable activity on p. 27</td>
<td></td>
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<tr>
<td>• Foldable activity on p. 209</td>
<td></td>
</tr>
<tr>
<td><strong>Assessments/Evaluations</strong></td>
<td></td>
</tr>
<tr>
<td>• T-chart labeled with:</td>
<td></td>
</tr>
<tr>
<td>• rural</td>
<td></td>
</tr>
<tr>
<td>• urban</td>
<td></td>
</tr>
<tr>
<td>• suburban</td>
<td></td>
</tr>
<tr>
<td>word bank to use as a guide</td>
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</tr>
</tbody>
</table>
### Sample Assessment Questions

- T-chart labeled with:
  - rural
  - urban
  - suburban
- List characteristics of each region

### Instructional Resources/Tools

- District provided text – pp. 20-25 and p. 205
- SMART Exchange – Kinds of Communities

### Literacy Connections

- *City Mouse, Country Mouse*
- *When I Was Young on the Mountains*

### Cross Curricular Connections

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<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Geographical Study and Analysis</th>
<th>Tools of Social Science Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment</td>
<td>Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
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**Concept**

O. Understanding relationships between and among places

**Learning Targets**

1. Describe how changes in communication and transportation technologies affect people’s lives

   - Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other

**Alignments:**

Performance: 1.5, 1.10, 2.1
Knowledge: (SS) 5,7
SSGLE: EGSA.5.E; TSSI.7.A
NETS: 2b
DOK: 2

**Instructional Strategies**

- SMART Exchange
- Teachers will model interviewing techniques

**Assessments/Evaluations**

- Make a timeline or poster showing changes in transportation and communication
- Interview grandparents, neighbors, or teachers to find out how things have changed

**Sample Assessment Questions**

- How has transportation changed over the years
- How has technology changed over the years? How has it made our life easier?
### Instructional Resources/Tools

- “Econ and Me” – video
- *Our Communities* textbook – activity p. 27

### Literacy Connections

- *Meet Kirsten* by Janet Shaw

### Cross Curricular Connections

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### Concepts

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tr>
<td>P. Cultures meeting the needs of people</td>
<td>1.</td>
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<td>• Compare how people’s needs have been met in different ways in different cultures at various times</td>
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<td></td>
<td>• Describe how changes in communication and transportation technologies affect people’s lives</td>
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### Alignments:

- Performance: 1.9
- Knowledge: (SS) 6
- SSGLE: RIGIT.6.A
- NETS: 2c
- DOK: 2

### Instructional Strategies

- Create a classroom timeline
- Discuss wants and needs and create a class anchor chart
- Discuss current events occurring in the world that affect our wants/needs

### Assessments/Evaluations

- Teacher observations

### Sample Assessment Questions

- Timeline assessment

### Instructional Resources/Tools

- Guest Speakers from (the):
  - United Way
  - Salvation Army
  - Red Cross
- SMART Exchange – *The Ox-Cart Man*
Social Studies  
3rd Grade  

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<tr>
<td>• <em>The Ox-Cart Man</em> by Donald Hall</td>
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Board Approved 7-15-13  
Revised 2013
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**Concept**

Q. Cultures meeting the needs of individuals

**Learning Targets**

1. Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)

**Alignments:**

Performance: 2.3, 3.6
Knowledge: (SS) 6
SSGLE: RIGIT.6.C
NETS: 4d
DOK: 4

**Instructional Strategies**

- Role play to make decisions and solve problems

**Assessments/Evaluations**

- In small groups, or independently, have students solve a problem using steps from pp. 18 & 19 in the textbook

**Sample Assessment Questions**

- How would you react if your brother took your toy?

**Instructional Resources/Tools**

- Textbook pp. 322 & 323

**Literacy Connections**

- *What If Everybody Did* by JoAnn Stover
### Cross Curricular Connections

- PBS
- Character Plus