

**Ganado Unified School District #20 – Ganado Primary School**  
**History and Social Science/1st Grade**

*PACING GUIDE SY 2021-2022*

<b>1<sup>st</sup> Quarter - SP: Disciplinary Skills and Processes, C: Civics (7 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>Arizona History and Social Science Standards</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
<b>1<sup>st</sup> Quarter</b>  My World Interactive  Chapter 1 Lesson 1, 3, 6  Unit 1 Week 1 Wonders	<b>CIVICS</b>  Civic virtues and democratic principles are key components of the American political system.  <b>1.C3.1 Explain the importance of rules and laws in our community.</b>  Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority.	Who will we vote for, for our school student council: President? Vice President? Secretary? Treasurer?  What are our classroom rules?	Vote for a: President Vice President. Secretary. Treasurer. for our school student council officers  Tell different ways to act in the classroom to make a list of classroom rules.  Write down the classroom rules to create a contract and share with my parents.	Vote Student council President Vice President Secretary Treasurer classroom rules
<b>1<sup>st</sup> Quarter</b>  My World Interactive  Chapter 1 Lesson 2	<b>CIVICS</b>  Civic virtues and democratic principles are key components of the American political system.  <b>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</b>	What is my role in this classroom?  What is my role in this group?	Tell why a certain person will be the leader, the door person, the messenger, the lunch person, calendar person, etc.  Discuss and share your reasons why a certain person will be the spokesperson, the writer, the reader, the mediator.	Achieve Goals Role Leader Messenger Calendar Spokesperson Mediator
<b>1<sup>st</sup> Quarter</b>  My World Interactive  Chapter 1 Lesson 2	<b>CIVICS</b>  Civic virtues and democratic principles are key components of the American political system.  <b>1.C1.2 Follow agreed upon rules discussions when responding to others</b>	What are examples of responsible citizenship in the school setting and in stories in the past/present?	Identify examples of responsible citizenship in the school setting and in stories in the past/present.	Responsible citizenship School setting Stories Past present

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	<b>and making decisions including consensus building procedures.</b>			
<b>1<sup>st</sup> Quarter</b>  Chapter 1 Lesson 5: “My Government”  Internet, Book/ Facts about Arizona	<b>CIVICS</b>  An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.  <b>1.C3.2 Explain the role and function of local governments.</b>  Key concepts include but are not limited to type of government and its leaders including the current Governor, and President and Vice President of the United States.	Who is the president of the United States?  Who is the Governor of Arizona?  What is the role or job of the President/Governor?  Where does the President of the United States work? (office)  Where does the Governor of Arizona work? (office)	Tell who the President of the United States is.  Tell who the Governor of Arizona is.  Describe the role of the President / Governor. Tell / Show on a Map where the President/ Governor works out of.  Compare and contrast the President’s role (job) to a teacher (or other leadership position).	Current President United States Governor
<b>1<sup>st</sup> Quarter</b>  My World Interactive  Chapter 5  Unit 1 Week 1 Wonders	<b>CIVICS</b>  Civics virtues and democratic principles are key components of the American system.  <b>1.C1.3 Compare one’s own thoughts and opinions with others’ perspectives.</b>	What are the rights and responsibilities of citizens?  What are elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated?  What is the importance of participation and cooperation in a classroom and community?  Why are there rules and the consequences for violating them?  Responsibility of voting (every vote counts)?	Describe the rights and responsibilities of citizenship when:  Demonstrate different elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.  Explain the importance of participation and cooperation in a classroom and community.  Explain why there are rules and the consequences for violating them.	Responsibilities Citizenship Elements Fair play Sportsmanship Respect Importance Participation Cooperation Community Rules Consequences Violating Voting Vote Counts

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			Explain why citizens have a responsibility of vote (every vote counts).	
<b>1<sup>st</sup> Quarter</b>  My World Interactive  Chapter 5	<b>CIVICS</b>  An Understanding of civic and political institution in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.  <b>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</b>	What are the importance of students contributing to a community by: - Helping others? - Working together? - Cleaning up the playground?	Create a list of how you can contribute to a community (classroom, school, chapter, etc.) by: - Picking up trash. - Working to recycle plastic or cans. - Cleaning up the playground. - Keeping items organized in bins or tubs. - Helping at events at the chapter.	Contributing Community Helping others Working together Cleaning
<b>1<sup>st</sup> Quarter</b>  Chapter 5: Lesson 4  Native Americans and the Pilgrims.	<b>Geography</b>  Human-environment Interactive are essential aspects of human life in all societies.  <b>1.G2.1 Compare how human activities affect culture and the environment now and in the past.</b>  Such as agriculture, industrialization, urbanization, and human migration.	What are the exchange of ideas between the Native Americans and the Pilgrims?  What are the exchange of culture between the Native Americans and the Pilgrims?  What are the exchange of goods between the Native Americans and the Pilgrims?	Show / draw the exchange of ideas between the Native Americans and the Pilgrims.  Describe the exchange of culture between the Native Americans and the Pilgrims.  Describe the exchange of goods between the Native Americans and the Pilgrims.	Exchange Ideas Culture Goods Native Americans Pilgrims

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<b>2<sup>nd</sup> Quarter - SP: Disciplinary Skills and Processes; H: History (10 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>Arizona History and Social Science Standards</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
<b>2<sup>nd</sup> Quarter</b>  My World Interactive  Chapter 4 Lesson 1	<u><b>Disciplinary Skills and Process</b></u>  Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.  <b>1.SP1.1 Place important life events in chronological order on a timeline</b>	What are important life events? How can you place important life events in chronological order on a timeline?	Organize and sequence important life events in chronological order on a timeline	Place Important Life Events Chronological order Timeline
<b>2<sup>nd</sup> Quarter</b>  Web Research: Identify ways human adapt to their environment	<u><b>DISCIPLINARY SKILLS AND PROCESSES</b></u>  Historians and social scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communication their conclusions.  <b>1.SP3.1 Generate questions about issues in your community past and present.</b>	How do humans adapt to their environment with the clothes they wear?  How do humans adapt to their environment with the housing they have?  How do humans adapt to their environment with the crops they grow?	Identify how humans adapt to their environment with the clothes they wear in other places.  Identify how humans adapt to their environment with the housing they live in other places.  Identify how humans adapt to their environment with the crops they grow in other places.	Adapt humans Environment Clothes wear housing crops
<b>2<sup>nd</sup> Quarter</b>  Book of Arizona, Internet	<u><b>DISCIPLINARY SKILLS AND PROCESSES</b></u>  Historians and social scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communication their conclusions.	What people in Arizona have varied backgrounds, but may share principles, goals, customs, and traditions?  What people in the United States have varied backgrounds, but may share	Explain how people in Arizona are alike.  Explain how people in the Arizona have different backgrounds, but may share principles, goals, customs, and traditions.	People Arizona United States Background Principles Goals Customs traditions




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	<b>1.SP3.3 With support construct and communicate solutions to issues in your community.</b>	principles, goals, customs, and traditions?	Compare and explain how people in the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	
<b>2<sup>nd</sup> Quarter</b>  My World Interactive  Chapter 4 Lesson 1, 2, 3, 4	<b>Disciplinary Skills and Process</b>  Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.  <b>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</b>	What happened in the past about this event?  What happened in the past about this person?  What happened in the past about this place?	Retell stories to describe past events.  Retell stories to describe past people.  Retell stories to describe past places.	Retell Stories Past Events People Places
<b>2<sup>nd</sup> Quarter</b>  My World Interactive  Chapter 4 Lesson 1, 2, 3, 4	<b>GEOGRAPHY</b>  Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.  <b>1.G3.1 Explain why and how people, goods, and ideas move from place to place.</b>  Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.	What natural resources cause people to move?  Why do people move?  How do we get information from other cities, countries, and/or the world?  How do we get from one place to another?  Why do we have different cultures in our country?	Identify the natural resources that make people move.  I will discuss why people move.  Tell different ways to gather information about cities, countries, and/or the world.  Share 2-3 ways people get from one place to another.  Tell how people from other countries come to live in our country.	Natural Resources Move Information Disasters Job opportunities Migrate cultures
<b>2<sup>nd</sup> Quarter</b>  My World Interactive	<b>History</b>  The development of civilization, societies, cultures, and innovation have influenced	What photos, artifacts, and maps can you use to study people from the past?	Tell how photos, artifacts, maps to study people from the past.	Primary Source Materials Photos

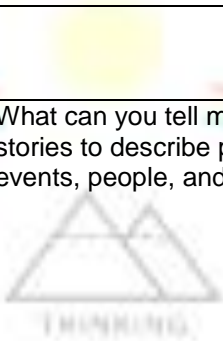
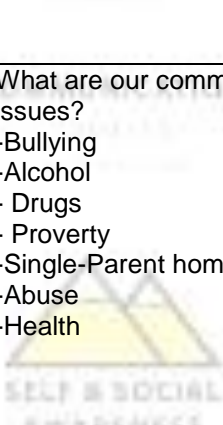
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<p>Chapter 4          Lessons: 2, 3, 4.          Internet          research: Photos          of past</p>	<p>history and continue to impact the modern world.</p> <p><b>1.H1.1 explaining how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</b></p> <p>Key examples include but are not limited to farming by irrigation, architecture, writing, and inventions as they support content focus.</p>	<p>What photos, artifacts, and maps can you use to study events from the past?</p> 	<p>Tell 2-3 things that give you information about people in the past. (i.e. artifacts, photographs).</p> <p>Explain how you can use a biography to tell you about the past.</p> <p>Tell how newspapers are a true source to learn about the past.</p>	<p>Artifacts          Maps          Study          People          Events          Past</p>
<p><b>2<sup>nd</sup> Quarter</b></p> <p>My World          Interactive</p> <p>Chapter 4          Lesson 2, 3, 4</p>	<p><b>HISTORY</b></p> <p>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p> <p><b>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.</b></p>	<p>How would you compare the way people lived in Colonial times with how people live today?</p> 	<p>Compare the way people lived in Colonial times with how people live today?</p>	<p>People          Colonial          Housing          Food          Transportation          School</p>
<p><b>2<sup>nd</sup> Quarter</b></p> <p>My World          Interactive</p> <p>Chapter 4          Lesson 2, 3, 4</p>	<p><b>DISCIPLINARY SKILLS AND PROCESSES</b></p> <p>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p> <p><b>1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and</b></p>	<p>Which photos help me study people and events from the past?</p> <p>What type of artifacts will help me study people and events from the past?</p> <p>Which map will help me study people and events from the past?</p>	<p>Photographs will help me to explain how people and events occurred from the past.</p> <p>Identify how people lived by studying artifacts.</p> <p>Identify areas on a map to tell how people lived in the past.</p>	<p>Photos          Study          Various          Types          Artifacts          Map</p>

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	<b>secondary sources such as fiction and non-fiction.</b>			
<b>2<sup>nd</sup> Quarter</b>  Internet Interviews	<b><u>Disciplinary Skills and Process</u></b>  Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.  <b>1.SP1.2 Understand how events of the past affect students’ lives and communities</b>	What can you tell me about stories to describe past events, people, and places?  	Retell stories to describe past events, people, and places.	Retell Stories Describe Past Events People Places
<b>2<sup>nd</sup> Quarter</b>  October: “Red Ribbon Week”  Internet School Programs Presenters Teacher Created lessons	<b><u>DISCIPLINARY SKILLS AND PROCESSES</u></b>  Historians and social scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communication their conclusions.  <b>1.SP3.4 Take groups or individuals action to help address community issues.</b>	What are our community issues? -Bullying -Alcohol - Drugs - Proverty -Single-Parent homes -Abuse -Health  	Describe 2-3 community issues: - Bullying -Alcohol - Drugs - Proverty Single-Parent homes -Abuse -Health (diabetes -Social Media	Community issues Community - Bullying -Alcohol - Drugs - Proverty Single-Parent homes -Abuse -Health (diabetes -Social Media

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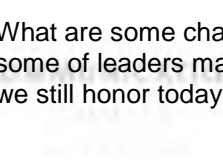
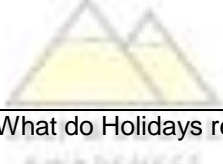
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<b>3<sup>rd</sup> Quarter - SP: Disciplinary Skills and Processes, G: Geography, H: History (8 standards)</b>				
<b>Timeline &amp; Resources</b>	<b>Arizona History and Social Science Standards</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
<b>3<sup>rd</sup> Quarter</b>  My World Interactive  Chapter 3 Lesson 1	<b>HISTORY</b>  Patterns of social and political interaction have shaped people, places, and events throughout history and continue to shape the modern world.  <b>1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text historical figures in your community, state, and nation and explain their significance in history and in the present day.</b>	What is the Pledge of Allegiance?  What is the Pledge of Allegiance talking about?  What is the National Anthem?  What inspired the National Anthem to be written?  How is Betsy Ross important in the United States history?  What did the 1 <sup>st</sup> United States flag look like?  Who are the Navajo Nation President and Vice President?  What is on the Navajo Nation Flag?	Read and say The Pledge of Allegiance.  Read and sing the National Anthem.  Tell the history of the Revolutionary War.  Tell who made the United States Flag and what means.  Tell who Betsy Ross is and what she did for the United States.  Draw a picture of the first United States Flag.  Tell who the Navajo Nation President and Vice President are.  Draw picture of the Navajo Nation Flag.	Pledge of Allegiance National Anthem United States Revolutionary War George Washington President Vice President Flag Symbols Symbolism Betsy Ross Pledge Song
<b>3<sup>rd</sup> Quarter</b>  My World Interactive  Chapter 3 Lesson 2	<b>HISTORY</b>  Patterns of social and political Interactive have shaped people, places, and, events throughout and continue to shape the modern world.  <b>1.H4.1 Explain and explore origins of</b>	What are the national symbols and monuments? - The American Flag? - The Bald Eagle? - The Statue of Liberty? - The White House? - The Washington Monument?	Identify the national symbols and monuments that represent American Democracy and values: - The American Flag. - The Bald Eagle. - The Statue of Liberty - The White House.	National symbols Monuments American Democracy Values American Flag Bald Eagle The Statue of Liberty



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	<p><b>key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</b></p> <p>Symbols included are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols.</p>	<p>What does it represent? What does it mean? What are the symbols of Arizona?</p> 	<p>- The Washington Monument. I will recognize state symbols of Arizona such as bird, flower, tree and flag.</p>	<p>The White House The Washington Monument State Symbols Arizona</p>
<p><b>1<sup>st</sup> Quarter</b>  Chapter 3: Lesson 5</p>	<p>Patterns of social and political Interactive have shaped people, places, and, events throughout and continue to shape the modern world.</p> <p><b>1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</b></p> <p>Leaders include but are not limited to local and/or tribal Leaders, State leaders, and national leaders.</p>	<p>Which president(s) made a change in our country/state?</p> <p>What are some changes some of leaders made that we still honor today?</p> 	<p>Tell which of our leaders made an important change in our country.</p> <p>Tell about some of the important changes.</p> <p>Tell how these important changes impacted our country and how we honor those changes.</p>	<p>Leaders Honor Change Impact</p>
<p><b>3<sup>rd</sup> Quarter</b>  My World Interactive  Chapter 3 Lesson 5, 6</p>	<p><b>HISTORY</b></p> <p>Patterns of social and political Interactive have shaped people, places, and events throughout history and continue to shape the modern world.</p> <p><b>1.H4.1 Holidays include but are not limited to Columbus/Indigenous Day, Thanksgiving, Veteran’s Day, Memorial Day, Labor Day, President’s Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood</b></p>	<p>What do Holidays represent?</p> 	<p>Identify what month Holidays occur.</p> <p>Tell key details about the Holiday.</p>	<p>Holiday Event Month Significance national</p>

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	<u>Day.</u>			
<p><b>3<sup>rd</sup> Quarter</b></p> <p>My World Interactive</p> <p>Chapter 2 Lesson 3, 4, 5, 6</p>	<p><b><u>GEOGRAPHY</u></b></p> <p>The use of geographic representation and tools helps individuals understand their world.</p> <p><b>1.G1.2 Use grid to locate places.</b></p>	<p>What is the characteristic of maps?</p> <p>What is the characteristic of globes?</p> <p>What features does a political map have?</p> <p>What features does a physical map have?</p> <p>What do you use a political map for?</p> <p>What do you use a physical map for?</p> <p>Where is Arizona located on the United States map?</p>	<p>Identify characteristics of maps.</p> <p>Identify characteristics of globes.</p> <p>Identify different types of maps.</p> <p>Read maps and use as resource to identify different information.</p> <p>Show/point to Arizona on the United States map.</p>	<p>Compass rose</p> <p>Symbols</p> <p>Key</p> <p>Legend</p> <p>Characteristics</p> <p>Directions</p> <p>Top/bottom</p> <p>Maps</p> <p>Physical</p> <p>Political</p> <p>United States</p> <p>States</p> <p>Arizona</p>
<p><b>3<sup>rd</sup> Quarter</b></p> <p>My World Interactive</p> <p>Chapter 2 Lesson 4 Internet/ Other resources</p>	<p><b><u>GEOGRAPHY</u></b></p> <p>The use of geographic representation and tools helps individuals understand their world.</p> <p><b>1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.</b></p> <p>Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospital, schools, railroad tracks, farms, factories, houses).</p>	<p>What are the physical features in our world/a continent?</p> <p>-the ocean?</p> <p>- the river?</p> <p>- a lake</p> <p>-mountains?</p> <p>-islands?</p> <p>What are the human features of:</p> <p>-a city?</p> <p>-a park?</p> <p>- a railroad track?</p> <p>-A shop?</p> <p>-A school?</p>	<p>Identify:</p> <p>-a mountain?</p> <p>-a river?</p> <p>-a desert?</p> <p>In the world.</p> <p>-the ocean?</p> <p>- the river?</p> <p>- a lake</p> <p>-mountains?</p> <p>-islands?</p> <p>Identify human / manmade features of:</p> <p>human features of:</p> <p>-a city?</p> <p>-a park?</p> <p>- a railroad track?</p>	<p>Physical features</p> <p>Mountains</p> <p>Rivers</p> <p>Deserts</p> <p>Continents</p> <p>Maps</p> <p>Illustrations</p> <p>Globe</p> <p>Continent</p> <p>Ocean</p> <p>Lake</p> <p>Island</p> <p>Equator</p> <p>Country</p> <p>Human features</p> <p>Cities</p> <p>Parks</p>

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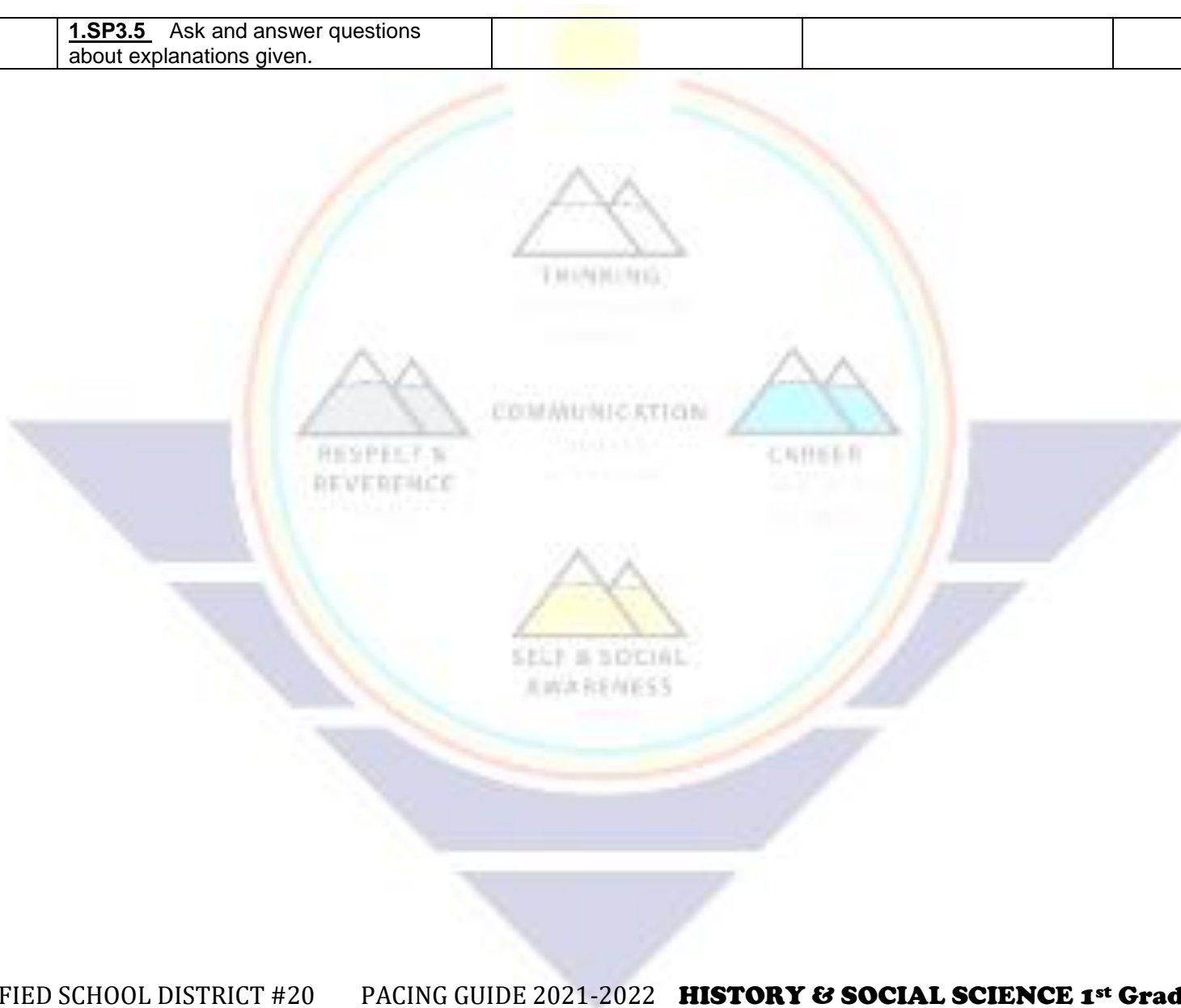
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		By using a map, picture, drawing, images or a globe?	-A shop? -A school? in the world.  By using map, illustrations, images, or globes.	Railroad tracks Hospitals Shops Schools Towns
<b>3<sup>rd</sup> Quarter</b>  My World Interactive  Chapter 2 Lesson 3	<b><u>GEOGRAPHY</u></b>  The use of geographic representation and tools helps individuals understand their world.  <b><u>1.G1.2 Use a grid to locate places.</u></b>	Where is our classroom located if you draw a map of our school building?  Where is your room located if you draw a map of your house?  Where is the playground located when you draw a map of the south building?  Include a compass rose for all.	Draw a map of your classroom and include a compass rose.  Draw a map of your house and include a compass rose.  Draw a map the playground and include a compass rose.	Compass rose Symbols Key Legend Characteristics Directions Top/bottom
<b>3<sup>rd</sup> Quarter</b>  Book: A home album: Long A Ago and Today	<b><u>GEOGRAPHY</u></b>  <b><u>1.G3.2 Compare places past and present as it relates to content focus.</u></b>	How do places change over time?  How does land change over time?  How will my community change over time?	Share 2-3 way of how places change over time.	Places Change Over time Seasons Remodeling buildings
<b>3<sup>rd</sup> Quarter</b>  Current newspaper	<b><u>DISCIPLINARY SKILLS AND PROCESSES</u></b>  Historians and social scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communication their conclusions.	What is happening here (point to map) today?  Where is it happening?	Tell and show current events happening in this area.	Current Events

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	<b>1.SP3.5</b> Ask and answer questions about explanations given.			
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<b>4<sup>th</sup> Quarter - SP: Disciplinary Skills and Processes, E: Economics (8 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>Arizona History and Social Science Standards</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
<b>4<sup>th</sup> Quarter</b>  My World Interactive  Chapter 6 Lesson 1	<b><u>ECONOMICS</u></b>  By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. <b>1.E2.1 Explain how needs, wants and availability of resources affect decision making.</b>	What is a need to survive?  What are the wants?  What is the difference between basic needs and wants?	Explain why the needs, i.e., food, clothing, shelter are necessary to survive.  Compare and contrast the needs verses the wants, i.e., games, jewelry, T.V. etc.  Explain the difference between needs and wants.	Needs Wants difference
<b>4<sup>th</sup> Quarter</b>  My World Interactive  Chapter 6 Lesson 2	<b><u>ECONOMICS</u></b>  Individuals and institution are interdependent within market systems. <b>1.E3.3 Explain how people can be producers and consumers in our community.</b>	Who are buyers? Who are sellers? What does services mean? Why do we sell and buy goods?	Define and know what a buyer is.  Define and know what a seller is.  Tell what services means.	Buyer Seller Services goods
<b>4<sup>th</sup> Quarter</b>  my World Interactive  Chapter 6 Lesson 2	<b><u>ECONOMICS</u></b>  Individuals and institutions are interdependent within market systems. <b>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</b>	What are goods?  What goods are made locally?  What good are made elsewhere?	Define what goods are, with examples.  Tell which goods are made locally.  Tell and give reasoning to which goods are made elsewhere.	Goods  Locally  Elsewhere
<b>4<sup>th</sup> Quarter</b>  My World Interactive  Chapter 6 Lesson 4	<b><u>ECONOMICS</u></b>  A financially literate individual understands how to manage income, spending, and investment. <b>1.E1.2 Describe reasons to save or</b>	Why do people save money for future goods and services?	Recognize that people save money for future goods and services.	Money Future goods services

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	spend money.			
<b>4<sup>th</sup> Quarter</b>  My World Interactive  Chapter 6 Lesson 4	<b><u>ECONOMICS</u></b>  By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.  <b>1.E2.2 identify the benefits and costs of making various personal decisions.</b>	What are reasons for personal savings	Identify how to prepare or have objects, money for personal savings.	Personal savings
<b>4<sup>th</sup> Quarter</b>  My World Interactive  Chapter 6 Lesson 5	<b><u>ECONOMICS</u></b>  <b>A financially literate individual understands how to manage income, spending, and investment.</b>  <b>1.E1.1</b> Identify different occupations and the skills and education needed for those in our community.	How do people earn a living in our community?  How do people earn a living at the places they work?	Create a chart that shows how people earn a living in our community.  Draw a picture and tell different ways of how people earn a living at the places they work.	Earn Living Community work
<b>4<sup>th</sup> Quarter</b>  Connect with Math stand 1 concept 1	<b><u>ECONOMICS</u></b>  Individuals and institution are interdependent within market systems.  <b>1.E3.2 Explain how people in our community earn income</b>	What is U.S Currency?  What are various ways of earning U.S. currency?	Tell and identify attributes of the U.S. currency?  Tell how the various of earning U.S. currency important in society. (job/living)	U.S. Currency Various Forms
<b>4<sup>th</sup> Quarter</b>  Newspaper  Television	<b><u>DISCIPLINARY SKILLS AND PROCESSES</u></b>  Historians and social scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communication their conclusions.  <b>1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in</b>	Where can I find current local and state events on a written document?  Where can I find current local and state events through an oral presentation?  Where can I find current local and state events using the media?	Identify 1 current event as listed in the newspaper or a written document to find know about what is happening today/tomorrow or within the week.  Retell facts as stated in an oral presentation to provide information about current local and state events.	Written document Local events State events Oral presentation media

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	<p><b>your community.</b></p>		<p>Retell news with facts from the media to provide correct current local and state events.</p> <p>Restate news from the media to find current local and state events.</p>	
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