

# Curriculum Map

<b>Course Title: Social Studies- Our Communities</b>	<b>Quarter:</b>	<b>Academic Year: 2016-2017</b>

**Essential Questions for this Quarter:**

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

		<b>K-12 Civics:</b>	<b>Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national, and international levels.</b>		
	<b>SS 3.1.1</b>	<b><i>Forms and Functions of Government</i></b>	<b><i>Students will identify and explain the foundation, structure, and function of Nebraska's government.</i></b>		
Chapter 8	SS 3.1.1.a		Identify the structure and functions of local government		
Chapter 8	SS 3.1.1.b		Describe the reasons for laws in our country		
Chapter 8	SS 3.1.1.c		Identify and explain a variety of roles leaders, citizens, and others play in local government		
	<b>SS 3.1.2</b>	<b>Civic Participation</b>	<b>Students will understand the impact of individual and group decisions at a</b>		

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			<b>local level.</b>		
Chapter 7	SS 3.1.2.a		Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level.		
Chapter 8	SS 3.1.2.b		Explain the meaning of patriotic symbols, songs ,actions, celebrations,and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day).		
Chapter 7	SS 3.1.2.c		Identify ways students can be engaged to have an impact in their local community.		
Chapter 7	SS 3.1.2.d		Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner		
Chapter 8	SS 3.1.2.e		Identify local leaders and the impact of their decisions that effect public policy.		

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		<b>K-12 Economics:</b>	<b>Students will utilize economic reasoning skills to make informed judgements and become effective participants in the economy at the local, state, national and international levels.</b>		
	<b>SS 3.2.1</b>	<b>Markets</b>	<b>Students will understand markets are places where buyers and sellers exchange goods and services.</b>		
Chapter 12	SS 3.2.1.a		Indicates various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)		
	<b>SS 3.2.2</b>	<b>Markets</b>	<b>Students will categorize natural, human and capital resources and how they are combined to make goods and deliver services. .</b>		
Chapter 4 & 12	SS 3.2.2.a		Classify natural, human, and capital resources and how they are combined to		

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			make goods and deliver services.		
Chapter 12	SS3.2.2.b		Discuss why producers combine resources to make goods and services (profit)		
Chapter 12	SS3.2.2.c		Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)		
	<b>SS 3.2.3</b>	<b>Institutions</b>	<b>Students will cite evidence of how money (coins and currency) makes trading easier than bartering.</b>		
Chapters 5& 6	SS 3.2.3.a		Identify historical examples of trading among early settlers.		
	<b>SS 3.2.6</b>	<b>Financial Literacy</b>	<b>Students will use knowledge of currency to solve real-world problems.</b>		
Chapter 12	3.2.6.a		Given a budget, students will be able to make choices as to what to purchase and what to give up		

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	<b>SS 3.2.10</b>	<b>Government</b>	<b>Students will understand what goods and services local governments provide.</b>		
Chapter 8	SS 3.2.10.a		Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement).		
	<b>SS 3.2.12</b>	<b>Globalization</b>	<b>Students will describe how the local community trades with the rest of the world.</b>		
Chapter 11	SS 3.2.12.a		Identify local goods and services that could be traded with people everywhere (e.g., corn, soy beans, beef)		
Chapter 12	SS .2.12.b		Give examples of other countries' currencies		
		<b>K-12 Geography:</b>	<b>Students will develop and apply spatial perspective and geographic skills to make informed decisions.</b>		

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	<b>SS 3.3.1</b>	<b>The World in Spatial Terms</b>	<b>Students will explore where (spatial) and why people, places, and environments are organized in the state.</b>		
Chapters 1 & 3	SS 3.3.1.a		Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)		
Chapters 1, 3, 5	SS 3.3.1.b		Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)		
Chapters 11 & 12	SS 3.3.1.c		Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets?</i> Where is my house located compared to the school?)		
Chapters 1 & 3	SS 3.3.1.d		Identify the continents, oceans, and hemispheres.		

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	<b>SS 3.3.2</b>	<b>Places and Regions</b>	<b>Students will compare the characteristics of places and regions.</b>		
Chapter 2	SS 3.3.2.a		Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways).		
Chapters 1 & 2	SS 3.3.2.b		Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state).		
Chapters 5 & 6	SS 3.3.2.c		Explain and give examples of how places and regions change over time..		
	<b>SS 3.3.3</b>	<b>Physical Systems</b>	<b>Students will identify natural processes in their physical world.</b>		
Chapter 3	SS 3.3.3.a		Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition).		

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Chapter 3	SS 3.3.3.b		Identify local ecosystems (e.g., forests, deserts, grasslands).		
	<b>SS 3.3.4</b>	<b>Human Systems</b>	<b>Students will compare and contrast the characteristics of culture locally.</b>		
Chapter 1	SS 3.3.4.a		Compare and contrast patterns of culture within your community (e.g., language, religion, food).		
Chapter 9	SS 3.3.4.b		Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions).		
	<b>SS 3.3.5</b>	<b>Human/Environment Interaction</b>	<b>Students will identify the relationship between humans and the physical environment.</b>		
Chapter 4	SS 3.3.5.a		Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)		



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Chapter 4	SS 3.3.5.b		Explain how human activities change Earth (e.g., agriculture, transportation, industry)		
Chapter 3	SS 3.3.5.c		Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)		
Chapter 4	SS 3.3.5.d		Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)		
	<b>SS 3.3.6</b>	<b>Application of Geography to Issues and Events</b>	<b>Students will use geographical skills to make connections to issues and events.</b>		
Chapter 4	SS 3.3.6.a		Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community</i> )		
Chapter 4	SS 3.3.6.b		Identify how geography impacts spatial problem solving (e.g., a new school must		

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			be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)		
		K-12 History	Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.		
	<b>SS 3.4.1</b>	<b>Chronological Thinking</b>	<b>Students will describe and analyze chronological relationships and patterns.</b>		
Chapter 5	SS 3.4.1.a		Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)		
Chapter 5	SS 3.4.1.b		Identify calendar time in years, decades, centuries, and millenia		

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Chapter 5	SS 3.4.1.c		List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)		
Chapter 5	SS 3.4.1.d		Describe how individuals, events, and ideas have changed communities past and present		
	<b>SS 3.4.2</b>	<b>Historical Comprehension</b>	<b>Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.</b>		
Chapters 5 & 6	SS 3.4.2.a		Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic group (e.g., local cultural figures, landmarks, celebrations, and cultural events)		
Chapters 5 & 6	SS 3.4.2.b		Describe how their community has changed over the course of time using maps and other artifacts		

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Chapter 5	SS 3.4.2.c		Describe primary and secondary sources		
	<b>SS 3.4.3</b>	<b>Multiple Perspectives</b>	<b>Students will describe multiple perspectives of events.</b>		
Chapters 5 & 6	SS 3.4.3.a		Compare and contrast how various sources relate their perspective of history (e.g., community events)		
	<b>SS 3.4.4</b>	<b>Historical Analysis and Interpretation</b>	<b>Students will identify past and current events, issues, and problems.</b>		
Chapters 5 & 6	SS 3.4.4.a		Examine sources on community history through determination of credibility, contextualization, and corroboration		
Chapter 6	SS 3.4.4.b		Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i> )		
Chapters 1 & 6	SS 3.4.4.c		Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)		

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Chapters 5 & 6	SS 3.4.4.d		Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)		
Chapter 6	SS 3.4.4.e		Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)		
	<b>SS 3.4.5</b>	<b>Historical Research Skills</b>	<b>Students will develop historical research skills.</b>		
Chapters 1 & 6	SS 3.4.5.a		Develop questions about their community history		
Chapter 1	SS 3.4.5.b		Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)		
Chapters 1 & 6	SS 3.4.5.c		Gather historical information about their community (e.g., interview a		

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			community member, find community resources)		
Chapters 1 & 6	SS 3.4.5.d		Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)		