



3rd Grade Social Studies

Community

7/10/2014



3rd Grade Social Studies Curriculum

Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- Determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- Interpret words, discipline-specific phrases, analyze text structure, and identify purpose, bias, and point of view.
- Evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- Analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- Comprehend complex and difficult text within the discipline.
- Identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- To support a claim, or make an argument using evidence, logic, and reasoning.
- To inform or explain an event, relationship, position, or opinion.
- To tell a story.
- So that each example is open to revision and rewriting.
- By applying the appropriate technologies for the purpose and audience.
- By gathering multiple sources of information and integrating them into short and long term projects.

Communicating effectively by

- Preparing and collaborating with diverse partners in conversations about topics within the discipline
- Evaluating information from various formats.
- Presenting information and evaluation to others in a manner that is not totally written text.
- Gathering and organizing information and evidence.
- Designing and delivering a presentation on a specific topic.
- Using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective Instruction includes: * Multiple perspectives and disciplines * Multiple causes and consequences * Use of primary sources * Authentic intellectual work * Higher order thinking * Literacy within the Social Studies * Multiple means of communication * Research and construction of knowledge *
from the 2013 Kansas Standards for History, Government, and Social Studies (HGSS)



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Social Studies Standards:

- Choices have consequences.
- Individuals have rights and responsibilities.
- Societies are shaped by beliefs, ideas, and diversity.
- Societies experience continuity and change over time.
- Relationships among people, places, and environments are dynamic.

History Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of history.

Essential questions: How important is location to a community? How have people shaped your community? Is your community more alike or more different than other communities? Has your community changed more or stayed the same more over time? How do choices people make impact their communities? How do communities interact with each other? Are you a reflection of your community?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSH3.1 Describes the relationship between historical events as it pertains to time, sequence, cause, and effect.	<ul style="list-style-type: none"> • Identifies historical events that are connected to each other. (4.1) • Analyzes historical events and organizes them in chronological order. (4.2) • Understands the relationship between events in terms of which events may have been caused by other events. (4.3) 	<p>Compelling questions: What historical events have helped shape the beliefs, ideas and diversity of the local community? (Standard 3) How does the order of events reveal how our local community has stayed the same and changed over time? (Standard 4) How did historical events relate to one another and affect the relationships among people and the local community? (Standard 5)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 6 Making Communities Better SSA Lesson 8 Understanding Our Economy SSA Lesson 13 Government in the United States</p> <p>Additional Resources: <i>Olathe: The City Beautiful</i> film series – available on DVD in school media centers/supporting resources available online</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSH3.2 Constructs a narrative time line of United States history using prior knowledge and that learned during the school year.</p>	<ul style="list-style-type: none"> Synthesizes time lines and analyzes how the events shaped the United States, Kansas City, Lenexa, Overland Park, or Olathe history. (4.3) 	<p>Compelling questions: How did events in the timeline of the United States, Kansas City, Lenexa, Overland Park, or Olathe history show continuity and change over time? (Standard 4)</p> <p>Resources SSA Lesson 5 Diversity in the United States SSA Lesson 8 Understanding Our Economy</p> <p>Additional Resources: <i>Learning About Olathe, Learning About Overland Park, and Learning About Lenexa</i> books</p>
<p>SSH3.3 Understands the progression and significance of historical events in the context of our community’s historical narrative.</p>	<ul style="list-style-type: none"> Relates a brief overview of Kansas City Metropolitan history. (4.1) Recognizes Kansas City landmarks and historic sites and describes their significance. (4.2, 3.2) Recognizes local (Olathe, Overland Park, Lenexa) landmarks and historic sites and describes their significance. (4.2, 3.2) 	<p>Compelling questions: How do local landmarks and historic sites reflect a society and its people? (Standard 3)</p> <p>Resources: SSA Lesson 6 Making Communities Better SSA Lesson 7 Cultures Around the World</p> <p>Additional Resources: <i>Learning About Olathe, Learning About Overland Park, and Learning About Lenexa</i> books <i>Olathe: The City Beautiful</i> film series – available on DVD in school media centers/supporting resources available online</p>
<p>SSH3.4 Analyzes the impact of people who have contributed to the development of the local community.</p>	<ul style="list-style-type: none"> Generates questions about individuals and groups who have shaped significant historic changes and continuities in the community. (4.3) Discusses the push-pull reasons that motivate people to move to a new land. (4.2) 	<p>Compelling questions: Who were significant people who helped shape the history of our local area? (Standard 3) How did influential people affect local historical events?(Standard 5)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 5 Diversity in the United States SSA Lesson 6 Making Communities Better SSA Lesson 7 Cultures Around the World SSA Lesson 9 Choices in a Free Market SSA Lesson 13 Government in the United States</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		<p>Additional Resources: <i>Learning About Olathe</i>, <i>Learning About Overland Park</i>, and <i>Learning About Lenexa</i> books <i>Olathe: The City Beautiful</i> film series – available on DVD in school media centers/supporting resources available online</p>
<p>SSH3.5 Summarizes how different kinds of historical sources are used to explain events in the past.</p>	<ul style="list-style-type: none"> • Compares and contrasts primary and secondary sources. (4.1) • Analyzes documents and pictures from the past. (4.2) • Utilizes a variety of resources and sources materials such as online information, and texts to explain events. (4.2) 	<p>Compelling questions: How do historical sources reflect the beliefs, ideas, and diversity at that time? (Standard 3) What do primary sources communicate about people, places, and the environment? (Standard 5)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World SSA Lesson 4 Settling in the United States SSA Lesson 5 Diversity in the United States</p>
<p>SSH3.6 Identifies and compares information from primary and secondary sources.</p>	<ul style="list-style-type: none"> • Retells the history of the community using local documents or artifacts. (4.2) • Recognizes that a document reflects one moment in a changing past (contextualization). (4.2) • Uses context/background information to draw more meaning from documents (contextualization). (4.2) • Infers historical context from documents (contextualization). (4.2) 	<p>Compelling questions: How do the local documents and artifacts retell history? (Standard 3) How do sources reflect continuity and change over time in the local community? (Standard 4)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World SSA Lesson 2 Finding Places in the United States SSA Lesson 4 Settling in the United States SSA Lesson 5 Diversity in the United States SSA Lesson 7 Cultures Around the World</p> <p>Online Understanding Clues From the Past Read Kansas! cards available in your media center and online through the Kansas State Historical Society.</p>
<p>SSH3.7 Explains probable causes and effects of events and developments.</p>	<ul style="list-style-type: none"> • Understands Kansas City and local history. (4.1) • Knows basic background history of the three major trails through Kansas. (4.1) • Recognizes Lewis and Clark and their contribution to settling Kansas. (4.2) 	<p>Compelling questions: What were the consequences as a result of settling in Kansas City, Lenexa, Overland Park, and Olathe? (Standard 1) How has the Kansas City area changed over time? (Standard 4) What were the consequences of Lewis & Clark’s exploration? (Standard 1) How did Lewis and Clark’s exploration change the Kansas City area? (Standard 4)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 8 Understanding Our Economy</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSH3.8 Uses evidence to develop a claim about the past.</p>	<ul style="list-style-type: none"> • Understands what primary and secondary sources are. (4.1) • Analyzes information and documents about Kansas City and Overland Park, Lenexa, or Olathe history. (4.2) • Compares and contrasts documents for supporting evidence. (4.2) 	<p>Compelling questions: What documents depict the history of our local area? (Standard 4) What does the evidence say about the development of Kansas City, Overland Park, Lenexa, and Olathe? (Standard 4) What does evidence reveal about the beliefs or ideas about the past? (Standard 3)</p> <p>Resources: SSA Lesson 2 Finding Places in the United States SSA Lesson 4 Settling in the United States</p> <p>Additional Resources: <i>Learning About Olathe</i>, <i>Learning About Overland Park</i>, and <i>Learning About Lenexa</i> books <i>Olathe: The City Beautiful</i> film series – available on DVD in school media centers/supporting resources available online</p>
<p>SSH3.9 Summarizes the central claim in a secondary work of history. (close reading)</p>	<ul style="list-style-type: none"> • Identifies the author’s claims about an event (close reading). (4.1) • Evaluates evidence/reasoning author uses to support claims (close reading.) (4.2) • Evaluates author’s word choice; understand that language is used deliberately (close reading). (4.2) 	<p>Compelling questions: How does the author’s claim describe society and people of the time? (Standards 3 & 4)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World SSA Lesson 12 Providing Public Services SSA Lesson 13 Government in the United States</p>
<p>SSH3.10 Identifies and evaluates the author’s purpose in producing a document. (sourcing)</p>	<ul style="list-style-type: none"> • Identifies author’s position on historical event. (sourcing) (3.2) • Predicts what author will say before reading document (sourcing). (3.2) 	<p>Compelling questions: How does the author’s position on a historical event show a societies’ beliefs, ideas, or diversity? (Standard 3)</p>
<p>SSH3.11 Corroborates information found in accounts of the same event. (corroboration)</p>	<ul style="list-style-type: none"> • Recognizes disparities between two accounts of the same event. corroboration) (3.1) • Establishes what is true by comparing documents to each other. (corroboration) (3.2) 	<p>Compelling questions: How do two accounts of the same event demonstrate the diversity of beliefs and ideas about the event? (Standard 3)</p>
<p>SSH3.12 Explains connections among historical contexts and people’s perspectives at the time.</p>	<ul style="list-style-type: none"> • Describes what a primary source is and how it can be used to understand the past. (4.2) • Defines and provides examples of point-of-view. (3.1) • Understands concepts related to local history then and now. (4.2) 	<p>Compelling questions: How did the choice to move west affect the people who chose to settle in the local community? (Standard 1) How do people’s perspectives shape their ideas and beliefs? (Standard 3) How has our local community changed over time? (Standard 4)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World SSA Lesson 6 Making</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		<p>Communities Better SSA Lesson 13 Government in the United States</p> <p>Additional Resources: <i>Learning About Olathe, Learning About Overland Park, and Learning About Lenexa</i> books <i>Olathe: The City Beautiful</i> film series – available on DVD in school media centers/supporting resources available online</p>



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Civics/Government Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of civics and government.

Essential questions: How important is location to a community? How have people shaped your community? Is your community more alike or more different than other communities? Has your community changed more or stayed the same more over time? How do choices people make impact their communities? How do communities interact with each other? Are you a reflection of your community?

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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC3.1 Distinguishes the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>	<ul style="list-style-type: none"> • Identifies/understands the various levels of government (local, county, state, national). (2.1) • Identifies the three branches of government. (2.1) • Investigates the function and services of local governments. (2.2) • Compares and contrasts state leaders to national leaders. (2.2) • Compares and contrasts heads of state from different countries. (2.2, 3.2) 	<p>Compelling questions: How do decisions at the national level affect the state level? (Standards 1 & 5) How do decisions of other countries affect our country? (Standards 1 & 5) Why do we need 3 different branches of government? (Standard 5) How are national and state governments alike and different? (Standard 2) How do other countries govern their people? (Standard 3)</p> <p>Resources: SSA Lesson 12 Providing Public Services SSA Lesson 13 Government in the United States SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World (see also the Learning About Olathe, Lenexa, and Overland Park books)</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC3.2 Investigates ways that responsible citizens fulfill their civic duty.</p>	<ul style="list-style-type: none"> • Provides examples of responsible citizenship such as serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military. (2.1) • Determines how people can participate in government. (2.2) • Analyzes why choosing to participate is important (voting, expressing requests and needs to community leaders) (2.2) • Explains why people pay taxes. (2.2) 	<p>Compelling questions: How are a citizen's views represented in government? (e.g. voting) (Standard 3) What are the rights and responsibilities of citizens? (Standard 2) How can citizens participate in their government? (Standard 2) What are the consequences of not being a responsible citizen? (Standard 1) Why do people pay taxes? (Standard 2)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 6 Making Communities Better SSA Lesson 12 Providing Public Services SSA Lesson 13 Government in the United States SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World</p>
<p>SSC3.3 Recognizes that the Constitution is a written plan for the rules of government.</p>	<ul style="list-style-type: none"> • Understands why the Constitution was created. (2.2) • Recognizes that many rules in America today and in the past are from the U.S. Constitution. (4.2) • Recognizes that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. (2.2) • Understands the Declaration of Independence as a separate document with a different purpose from the Constitution. (3.2) • Comprehends his/her personal rights and privileges as described in the Bill of Rights. (2.2) 	<p>Compelling questions: Why was the Constitution created? (Standards 1, 2, & 3) How has the U.S. Constitution changed since it was adopted? (Standards 2, 3, & 4) How does the Constitution/Bill of Rights apply to your life? (Standard 2) What is the role of the Constitution in our lives? (Standards 1-5)</p> <p>Resources: SSA Lesson 13 Government in the United States</p>
<p>SSC3.4 Describes how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	<ul style="list-style-type: none"> • Analyzes the cost/benefit of a community decision. (1.3) • Describes the process of how a local community government works to solve problems. (5.1) 	<p>Compelling questions: How do the government services provided by local government differ from those provided by the national/state government? (Standard 5) How does a community's government decide how to spend tax money? (Standard 1)</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		Resources: SSA Lesson 6 Making Communities Better SSA Lesson 12 Providing Public Services SSA Lesson 13 Government in the United States SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World
SSC3.5 Explains how rules and laws change society and how people change rules and laws.	<ul style="list-style-type: none">• Understands the importance of rules in a society. (2.1)• Understands how laws are created and changed nationally and in a community. (2.2, 4.2)	Compelling questions: What is the difference between rules and laws? (Standards 2 & 5) What is the process for changing laws? (Standard 4) Resources: SSA Lesson 13 Government in the United States SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World



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Geography Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of geography.

Essential questions: How important is location to a community? How have people shaped your community? Is your community more alike or more different than other communities? Has your community changed more or stayed the same more over time? How do choices people make impact their communities? How do communities interact with each other? Are you a reflection of your community?

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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSG3.1 Applies geographic tools to construct and interpret maps.</p>	<ul style="list-style-type: none"> • Uses technology, satellite images, and photographs. (5.3) • Includes grid systems, symbols, legends, scales, and compass rose.(5.4) • Demonstrates mental mapping skills. (5.4) 	<p>Compelling questions: How can one use technology to interpret or construct maps? (Standard 5)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World SSA Lesson 2 Finding Places in the United States SSA Lesson 3 Geography and the Way We Live SSA Lesson 4 Settling in the United States SSA Lesson 6 Making Communities Better SSA Lesson 11 The United States and Global Trade</p>
<p>SSG3.2 Identifies the physical characteristics of the local community.</p>	<ul style="list-style-type: none"> • Identifies major landforms and bodies of water in the world, including oceans and continents. (5.1) • Differentiates between home (address), city, county, state, country, and continent. (5.1) 	<p>Compelling questions: How does the land influence people’s beliefs and ideas about the world? (Standard 3) How does the place you live relate to the world community? (Standard 5) How do the political and physical features of a community contribute to daily life? (Standards 4 & 5)</p> <p>Resources: SSA Lesson 1 Understanding the Geography of the World</p>



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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none"> • Locates major political and physical map features. (5.1) 	SSA Lesson 2 Finding Places in the United States SSA Lesson 3 Geography and the Way We Live SSA Lesson 4 Settling in the United States SSA Lesson 11 The United States and Global Trade SSA Lesson 16 Making a Difference in the World
SSG3.3 Identifies ways in which humans impact the environment and how the environment affects human activities in their community.	<ul style="list-style-type: none"> • Identifies how the environment impacts human choices regarding types of housing, fuel consumption, agricultural activities, jobs, and resource availability. (5.2) • Examines how peoples' ability to reuse and recycle can help their community. (5.3) • Identifies ways people can protect the environment. (5.2) 	<p>Compelling questions: What are the consequences of misusing resources? (Standard 1) What are ways people can help their community protect the environment? (Standard 5)</p> <p>Resources: SSA Lesson 2 Finding Places in the United States SSA Lesson 3 Geography and the Way We Live SSA Lesson 4 Settling in the United States SSA Lesson 5 Diversity in the United States SSA Lesson 6 Making Communities Better SSA Lesson 7 Cultures Around the World SSA Lesson 11 The United States and Global Trade SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World</p> <p>Online Historic Places in Kansas (Tallgrass Prairie) Read Kansas! cards</p>
SSG3.4 Investigates settlement patterns to draw conclusions about a sense of place, first in his/her community and then in relation to another community.	<ul style="list-style-type: none"> • Investigates customs, language, food, music, art, etc. in their own and other communities. (3.3) • Observes, explores, and compares/contrasts human and physical characteristics of their community with another community. (5.3) 	<p>Compelling questions: How do the customs, language, food, etc. shape a community? (Standards 3 & 4) How are the people, places, and customs of one community similar or different from another? (Standard 5)</p> <p>Resources: SSA Lesson 2 Finding Places in the United States SSA Lesson 3 Geography and the Way We Live SSA Lesson 4 Settling in the United States SSA Lesson 5 Diversity in the United States SSA Lesson 7 Cultures Around the World SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World</p> <p>Online I Live in Kansas and Holidays in Kansas Read Kansas! cards available in your media center or online through the Kansas State Historical Society</p>



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Economics Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of economics.

Essential questions: How important is location to a community? How have people shaped your community? Is your community more alike or more different than other communities? Has your community changed more or stayed the same more over time? How do choices people make impact their communities? How do communities interact with each other? Are you a reflection of your community?

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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSE3.1 Explains the role of money in making exchanges.	<ul style="list-style-type: none"> • Understands that a market economy works through buyers and sellers exchanging goods and services. (5.2) • Describes how money is exchanged in return for a good or service. (5.1) • Describes how people use money to buy the things that they need or want. (1.2) 	<p>Compelling questions: How can one person make a difference by making good decisions about money? (Standard 1) How has technology changed how money is exchanged? (Standard 4)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 8 Understanding Our Economy SSA Lesson 9 Choices in a Free Market SSA Lesson 10 Using Money Wisely SSA Lesson 11 The United States and Global Trade SSA Lesson 12 Providing Public Services</p>
SSE3.2 Understands that when borrowing money the consumer is receiving credit that must be repaid.	<ul style="list-style-type: none"> • Defines credit, loan, and interest. (1.1) • Knows that credit must be repaid. (1.2) 	<p>Compelling questions: What are the consequences of not repaying credit? (Standard 1) What are reasons that individuals or businesses would need to borrow money? (Standard 5)</p>



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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSE3.3 Understands the variety of resources that are used to produce goods and services.</p>	<ul style="list-style-type: none"> • Identifies human, capital, and natural resources that are used to produce goods and services. (5.1) • Recognizes the difference between human, capital, and natural resources. (5.1) • Identifies the types of resources used by a specific type of business. (5.2) 	<p>Compelling questions: What kinds of resources do businesses use? (Standard 1) How does location affect the types of resources available in a certain area? (Standard 5) How does a local business use human capital, physical capital, and natural resources? (Standard 5)</p> <p>Resources: SSA Lesson 3 Geography and the Way We Live SSA Lesson 8 Understanding Our Economy SSA Lesson 9 Choices in a Free Market SSA Lesson 10 Using Money Wisely SSA Lesson 11 The United States and Global Trade SSA Lesson 12 Providing Public Services SSA Lesson 15 Protecting the Environment SSA Lesson 16 Making a Difference in the World</p>
<p>SSE3.4 Understands the reason for economic specialization and how that leads to trade between communities.</p>	<ul style="list-style-type: none"> • Defines specialization and its impact on a community. (5.1) • Describes how specialization is driven by a community’s needs or resources. (5.2) • Explains how location impacts supply and demand. (5.2) • Explains how location affects the types of products produced in an area. (5.2) 	<p>Compelling questions: How do people in a community depend on one another? (Standard 5) How do people use trade between communities? (Standard 5) What could our community specialize in? (Standard 5)</p> <p>Resources: SSA Lesson 3 Geography and the Way We Live SSA Lesson 11 The United States and Global Trade</p>
<p>SSE3.5 Explains how profits influence sellers in markets.</p>	<ul style="list-style-type: none"> • Defines profit. (1.1, 5.1) • Lists typical expenses of a business. (1.1, 5.1) • Identifies how profits can change a business and what product they are producing. (1.2, 4.2, 5.2) • Describes how people who own businesses work to make their business grow by selling more things and employing more people. (1.2, 4.2, 5.2) 	<p>Compelling questions: How has the continued influence of technology changed how people buy and sell? (Standard 4) How do goods and services affect businesses and the economy? (Standard 5) What steps do businesses go through before bringing a product to the market? (Standard 1) How can a business grow? (Standard 1) How does supply and demand affect a community? (Standard 5) How does supply and demand impact individuals? (Standards 1 & 5)</p> <p>Resources: SSA Lesson 4 Settling in the United States SSA Lesson 8 Understanding Our Economy SSA Lesson 9 Choices in a Free Market</p>



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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none">• Defines supply and demand. (5.1)• Understands the effect of supply and demand in a community. (5.2)	SSA Lesson 10 Using Money Wisely SSA Lesson 11 The United States and Global Trade