

[Standards Website](#)

1st Nine Weeks - Geography, Economics

Formative: Exit Tickets, Projects, Presentations **Summative:** Edulastic Assessment, Quizzes

	Standards	Learning Target	Notes:
	3.I.Q.1: Ask compelling questions about the interactions of diverse groups of people. <i>"How does where we live affect how we live?" Teachers can pose this question to students to facilitate exploration about why this standard applies to diverse groups of people in the world</i>	I can ask really interesting questions about how different groups of people interact with each other. <i>Today we will ask questions that can help us understand more about how people from different backgrounds work together.</i>	
	3.G.MM.1: Analyze how human settlement and movement impact diverse groups of people. <i>Human movement and settlement impacts both the people who move and those who may already be present in an area. For example, modern workers may choose to move to urban areas to seek greater economic opportunity and refugees fleeing conflict might cross national borders to seek safety and stability. In each case, there are positive and negative impacts both for those who move and for those already present in the areas to which migrations occur. Students can analyze how the settlement and movement of diverse groups of people impact different communities across the world.</i>	I can study how people decide where to live and how they move around, and then see how this affects different groups of people. <i>Today we will understand better how human settlement and movement impact everyone.</i>	
	3.G.HI.1: Explain how the cultural aspects of a region spread beyond its borders. <i>Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. This can happen in ways that include, but are not limited to, migration, communication, travel, technology transfer and trade</i>	I can describe how the things that make one place unique, like its traditions, music, or food, can travel and become popular in other parts of the world. <i>Today we will understand how the culture of a region can influence places far away.</i>	
	3.G.HE.1: Explain how the culture of places and regions influence how the people modify and adapt to their environments. <i>Different cultures place importance on different</i>	I can talk about how the way people live in different places affects how they change their environment and adapt to it. <i>Today will discuss</i>	

	<i>values. These embedded differences influence how people interact with and respond to the locations in which they live and work. For example, modern consumer desires are filled by manufacturing, causing them to modify the environment by clearing land to build factories.</i>	<i>things like how people in different places build their homes, grow food, and use natural resources based on their culture and traditions.</i>	
	3.G.GR.1: Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations. <i>Geographic data can be represented in a wide variety of ways and across a broad array of platforms. Effective use of geographic tools is critical to the ability to interpret data and understand the world. Components of a map which include, but are not limited to, title, legend, compass rose, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians help students examine cultural and physical features of the world. By utilizing the understandings and tools of a geographer, it is possible to draw conclusions about how physical and cultural characteristics affect people.</i>	I can explain how both the physical features and the cultural aspects of different places around the world impact the people who live there. <i>Today we will use maps, photos, and other ways of showing geography to help explain how the physical features like mountains and rivers, and the cultural aspects like language and religion, of different places around the world impact the people who live there.</i>	
	3.G.KGE.1: Describe the impact of cultural diffusion and blending on Kentucky in the past and today. <i>The state of Kentucky exists as a blend of diverse cultures from across the world and the past. From the original inhabitants to early immigrants to modern refugees, the modern Commonwealth of Kentucky represents an example of the ways cultures interact, creating today's context. Diversity serves as a strength for the state.</i>	I can talk about how different cultures have mixed together in Kentucky over time, both in the past and now. <i>Today we will explore how this blending, called cultural diffusion, has affected things like food, music, and traditions in Kentucky.</i>	
	3.I.U.E.3: Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	I can come up with answers to interesting questions about how different groups of people interact with each other. <i>Today we will use evidence and good reasons to support our answers.</i>	

1 Day For Review

Social Studies **District Common Assessment #1** Date: _____

2nd Nine Weeks - Geography, Economics

Formative: Exit Tickets, Projects, Presentations **Summative:** Edulastic Assessment, Quizzes

	Standards	Learning Target	Notes:
	3.E.MI.2: Describe the relationship between supply and demand. Demand refers to how much quantity of a product or service is wanted by buyers from the point of view of the consumer. The quantity demanded is the amount of a product people are willing to buy at a certain price. Supply represents how much the market can offer and is always from the point of view of the supplier. The quantity supplied refers to the amount of a certain good producers are willing to supply when receiving a certain price. A business owner can sell a product at \$2.00 or \$4.00. Provided that all other variables remain the same, the business owner would want to sell the product, and more of it, for \$4.00. If the business owner supplies ten quantities of the product and only three are bought, the price drops to meet the market. If the business owner supplies ten quantities of the product and fifteen are bought, the price rises to meet the market.	I can explain how supply and demand are related. Today we will learn that when there's a lot of something available (supply), but not many people want it (demand), its price usually goes down. But if there's not enough of it, and lots of people want it, the price goes up	
	3.E.MA.1: Differentiate between private property and public property. Private property is a legal designation for the ownership of property by non-governmental legal entities like individuals. Public property is property that is owned by the government and dedicated to public use.	I can explain the difference between private property and public property. Today we will learn that private property belongs to individuals or groups, like houses or businesses, while public property is owned by the government or community, like parks or roads, and everyone can use it.	
	3.E.MA.2: Investigate how the cost of things changes over time. Prices of goods and services change over time and place. For example, a tank of gasoline is relatively inexpensive in many oil-producing nations, and the cost of that commodity in the United States is more expensive today than it was in 1950 because of increases in demand over time.	I can look into how the prices of things change over time. Today we will discuss factors like inflation, changes in supply and demand, and economic trends, and understand why the cost of things goes up or down.	
	3.E.ST.1: Describe examples of economic interdependence. Economic interdependence is the reliance on one another to produce and trade goods and services. Through interdependence, specialization is possible, which enhances efficiency. An example is a local farmer producing and selling tomatoes at a farmer's market to a mechanic who might later repair the farmer's car at his/her shop. Each person specializes and is benefitted by knowing they can trade their specialized	I can give examples of economic interdependence. Today we will learn that countries or businesses rely on each other to trade goods and services.	

	<i>good or service to the other, in return for the good or service in which they do not specialize. Individuals also rely on each other to obtain or share capital and human or natural resources domestically and internationally. For example, coal and lumber is shipped to U.S. cities as well as to other countries or some companies outsource manufacturing of clothes to other countries.</i>		
	3.E.IC.1: Explain how people use incentives and opportunity costs to inform economic decisions. <i>Incentives are the motivators that influence all people's economic decisions. All people are influenced by incentives. For example, a student may ask their parents to purchase a kid's meal in order to receive a toy included in the purchase. Opportunity cost is the benefit missed when an economic actor like a consumer, business, government or investor chooses one alternative over another. For example, a student who received birthday money may choose to purchase a fun new toy. However, they must weigh the cost of choosing that toy over all the other toys they might have selected instead. The toys they did not buy represent the opportunity cost of their choice.</i>	I can explain how people use incentives, like rewards or punishments, to make economic choices. <i>Today we will describe how people consider opportunity costs, which are the things they give up when they choose one option over another.</i>	
	3.E.KE.1: Explain how trade between people and groups can benefit Kentucky. <i>People and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state. Kentuckians also benefit by selling abundant or specialized items outside the state to those without as much access. For example, Kentucky's specialization in horse breeding and racing means that people from across the world come to the state to access these goods and services, helping boost the economy. Kentucky's natural access to coal also serves as an item of trade across borders to areas not as rich in this resource. Students can explain how trading for goods, both to distribute what is locally produced and to acquire what not is available locally, impacts a students' daily life.</i>	I can describe how trade with different people and groups can benefit Kentucky. <i>Today we will discuss that trade can benefit Kentucky by accessing goods and resources, stimulating economic growth, and fostering cultural exchange.</i>	
	3.I.CC.1: Construct an explanation, using relevant information, to address local, regional, or global problems. <i>Students can analyze one local problem of scarcity or overabundance of a good and identify strategies to alleviate the problem.</i>	I can build an explanation to tackle local, regional, or global issues by gathering relevant information and presenting it in a clear and logical way. <i>Today we will identify the problem,</i>	

		<i>research its and presenting this information in a clear and logical manner so we effectively address the issue at hand."</i>	
	3.I.CC.2: Construct an argument with reasons and supporting evidence to address a local, regional, or global problem.	I can create a strong argument with reasons and evidence to tackle a local, regional, or global issue. <i>Today we will present clear reasons backed by relevant evidence, so that we can effectively address the problem and propose potential solutions that consider the context and potential impact.</i>	
	3.I.CC.3: Identify strategies to address local, regional, or global problems.	I can identify various strategies to tackle local, regional, or global problems. <i>Today we learn that evaluating the feasibility and potential effectiveness of each strategy, will help us recommend the most suitable ones to address the specific problem at hand.</i>	
	3.I.CC.4: Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional, and global problems.	I can use listening to understand different perspectives, consensus-building to find common ground among stakeholders, and voting procedures to collectively decide on the best strategies to address local, regional, and global problems. <i>Today we will learn that by involving everyone in the decision making process and considering diverse viewpoints, we can come to a solution that is supported and effective.</i>	
1 Day For Review			
Social Studies <u>District Common Assessment #2</u> Date:			
3rd Nine Weeks - History , Civics			
Formative: Exit Tickets, Projects, Presentations Summative: Edulastic Assessment, Quizzes			
	Standards	Learning Target	Notes:
	3.I.Q.1: Ask compelling questions about the interactions of diverse groups of people.	I can ask thought-provoking questions about how different groups of people interact with each	

		other. Today we learn that these questions can help uncover perspectives and potential solutions to challenges related to diversity, inclusion, and collaboration.	
	3.I.Q.2: Develop supporting questions that help answer questions about the interactions of diverse groups of people. Teachers can pose these questions to students to facilitate exploration about why this standard applies to the interactions of diverse groups of people in the world to address the compelling question. • What goods are imported to and exported from Kentucky? • How does the movement of goods impact diverse groups of people in the world? • How are lives similar and different in communities across the world?	I can come up with helpful questions that make it easier to understand how different groups of people interact. Today we will learn that questions can help us learn more about why people act the way they do, what they have in common, and how they can work together.	
	3.H.CH.1: Create and use chronological reasoning to learn about significant figures, traditions, and events of diverse world communities. Using visual tools like timelines can help create an understanding of how the modern world came into being. Studying how the main cultural attributes of a variety of geographic regions developed helps create a foundation for students to comprehend the modern context in which they live.	I can use chronological reasoning to learn about important people, traditions, and events from different parts of the world. Today we will learn that by understanding the order in which things happened, we can see how they've shaped the diverse communities we have today.	
	3.H.CH.2: Identify contributions made by inventors in diverse world communities. The ability to adapt, ease workload and make life better is a defining attribute of humanity. Examining the technological contributions of a diverse array of people to the modern world forges a basic understanding of the ways modern people benefit from those who lived in the past.	I can find out about the things that inventors from all around the world have created. Today we will learn that by learning about inventors inventions, we can see how people from different communities have helped make the world a better place.	
	3.H.CE.1: Compare diverse world communities in terms of members, customs, and traditions to the local community. Cultural customs and traditions in diverse parts of the world will have similarities and differences to the cultures and traditions within local communities. Various customs and traditions can be compared, contrasted and appreciated for their uniqueness.	I can compare different communities from around the world with my own local community. Today we will look at things like the people who live in different places, the things they do, and the traditions they have, I can see how they're similar or different to where we live.	

	3.H.CO.1: Evaluate the effects of people, goods, and ideas that diffused from one world community into other world communities and the effects of the people, goods, and ideas of the communities. <i>Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. These movements have effects on both the people and things which move as well as on the people and things in the location to which the movement takes place.</i>	I can look at how things like people, goods, and ideas have spread from one part of the world to another. <i>Today we will investigate what kind of impact they've had.</i>	
	3.H.KH.1: Explain how world events impact Kentucky, both in the past and today. <i>Kentucky does not exist in isolation; it is connected to broader national and world events in ways that impact its citizens. For example, European exploration impacted the American Indians living in Kentucky negatively through the transfer of disease and displacement of villages and positively, through the introduction of new technologies. Modern Kentuckians are also impacted by world events, such as when Kentuckians give to charities, which help victims of natural disasters in other areas.</i>	I can describe how things happening around the world can affect Kentucky, both in the past and now. <i>Today we will learn about things like wars, economic shifts, or cultural movements, and how they've influenced Kentucky's history and present.</i>	
	3.I.U.E.1: Describe how multiple perspectives shape the content and style of a primary and secondary source. <i>Students can analyze newspaper covers from a variety of countries reporting on the same event.</i>	I can explain how different viewpoints can influence what's written in primary and secondary sources. <i>Today we will learn that primary sources are like firsthand accounts, while secondary sources are written later and might have different perspectives.</i>	
	3.I.U.E.2: Explain the relationship between two or more sources on the same theme or topic.	I can explain how different sources that talk about the same thing are connected. <i>Today we will compare sources to see where they agree, where they disagree, and how they help give a fuller picture of the theme or topic.</i>	
1 Day For Review			
Social Studies <u>District Common Assessment #3</u> Date:			
4th Nine Weeks - History , Civics			

Formative: Exit Tickets, Projects, Presentations Summative: Edulastic Assessment, Quizzes			
	Standards	Learning Target	Notes:
	3.I.Q.2: Develop supporting questions that help answer questions about the interactions of diverse groups of people.	I can come up with helpful questions that make it easier to understand how different groups of people interact. <i>Today we will ask questions like 'What do these groups have in common?' or 'How do they communicate with each other?'</i>	
	3.C.CP.1: Explain the basic purposes and functions of differing governing bodies in the world. <i>Societies across the modern world govern themselves using a variety of political forms. There are different processes for selecting leaders, solving problems and making decisions. For example, the process of electing a president of a democracy differs from the process by which a monarchy is established or a parliamentary system selects leaders. Sometimes, these governments are very similar to the democracy of the United States. Sometimes they are very different, such as the dictatorship of modern North Korea.</i>	I can explain why we have different governing bodies around the world and what they do. <i>Today we will learn that some governments make laws, some provide services like healthcare and education, and others manage things like taxes and public infrastructure. Each governing body has its own specific roles and responsibilities</i>	
	3.C.CP.2: Compare how diverse societies govern themselves. <i>Societies across the modern world govern themselves using a variety of political forms. There are different processes for selecting leaders, solving problems and making decisions. For example, the process of electing a president of a democracy differs from the process by which a monarchy is established or a parliamentary system selects leaders. Sometimes, these governments are very similar to the democracy of the United States. Sometimes they are very different, such as the dictatorship of modern North Korea.</i>	I can look at how different societies around the world govern themselves. <i>Today we will compare things like political systems, laws, and how they make decisions.</i>	
	3.C.RR.1: Examine how the government maintains order, keeps people safe, and also makes and enforces rules as well as laws in diverse world communities. <i>Across the modern world, varying forms of government exist. For example, the government of Spain is a constitutional monarchy while the government of India is a parliamentary democracy. Examining the principles and practices of various government types is essential</i>	I can look at how governments in different parts of the world work to maintain order, ensure safety, and create and enforce rules and laws. <i>Today we will learn about things like police services, legal systems, and regulatory agencies. By</i>	

	to students' later ability to analyze and compare these forms and helps them comprehend the organizational structures of the world in which they live. Not all communities are founded on democratic principles, and throughout the modern world, there are different views on how society and government should be organized. Being able to compare the underlying principles and ideas embedded in various forms of government is the starting point for more complex understanding and analysis of these views.	examining these aspects, we can understand better how diverse world communities are governed.	
	3.C.CV.1: Compare civic virtues and democratic principles within a variety of diverse world communities. Civic virtues are actions, attitudes, duties and practices citizens undertake to contribute to enhance their local, state, national or international community. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom. These principles are not found in all countries worldwide; thus, not all are democratic governments. For example, Norway is classified as a full democracy, holding elections every other year, whereas Syria is classified as an authoritarian regime because it has a limited or no electoral process in place.	I can compare civic virtues, which are things like honesty, responsibility, and respect for others, and democratic principles, like equality and freedom, across different communities around the world. Today we will learn how these values are upheld and practiced in diverse societies.	
	3.C.PR.1: Explain how processes, rules, and laws influence how individuals are governed and how diverse world communities address problems. Different forms of governments have different ways to create and implement laws. These differences influence how diverse populations are governed in different areas of the world today. For example, the government of the modern United States is a representative democracy, which uses elections to choose leaders who then create and vote on legislation, whereas the government of modern Saudi Arabia is an absolute monarchy, in which the king rules and makes decisions.	I can explain how processes, rules, and laws impact how individuals are governed and how diverse communities address problems. Today we will learn that the processes help to ensure fair decision-making, rules set guidelines for behavior, and laws provide a framework for resolving disputes and maintaining order. By understanding these elements, we can see how communities navigate challenges and work towards solutions.	
1 Day For Review			
Social Studies District Common Assessment #4 Date: _____			