

Update to Content Not Reviewed by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Proclamation Year: 2015

Publisher: Studies Weekly, Inc.

Subject Area/Course: Social Studies Grade 3

Adopted Program Information:

Title: Texas Studies Weekly: Third Grade

ISBN: 978-1-936766-63-5

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: N/A

Identical Program ISBN:N/A

Adopted Component Information

Title: Texas Studies Weekly: Third Grade Teacher Edition

ISBN: 978-1-936766-63-5

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: N/A

Identical Component ISBN:N/A

Publisher's overall rationale for this update

As requested by the TEA, Studies Weekly is providing all new standards alignment forms for our updated publications to support the streamlined TEKS.

As requested by the TEA, Studies Weekly also updated the frontmatter in our Teacher Editions to include the correct notation of the Streamlined TEKS. This is a documentation of these updates to the Teacher Edition front matter.

Publisher's overall description of the change

Studies Weekly is providing the TEA's alignment form for each grade level in Excel format.

We list the standards at the beginning of every Unit and Week of content in the Teacher Edition. We have updated these lists to include the correct notation of the Streamlined TEKS.

Update to Content Not Reviewed by SRP

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <https://online.studiesweekly.com>

Currently Adopted Content Username: TXreview

Currently Adopted Content Password: Demo2024

Proposed Updated Content URL: <https://online.studiesweekly.com>

Proposed Updated Content Username: TXreview

Proposed Updated Content Password: Demo2024

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

The Standards section in the frontmatter of our Teacher Editions was never cited in our correlations, therefore we don't have any breakouts to reference in these changes, nor would they apply to any citation types. We are just updating the notation of the TEKS in our frontmatter, which is a reference tool only.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 1. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 1. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Unit 1

Community

PRINT

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15B**
Create and interpret timelines.
- **3.15C**
Apply the terms year, decade, and century to describe historical times.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.1A**
Describe how individuals, events, and ideas have changed communities, past and present.
- **3.1B**
Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin who have helped to shape communities.
- **3.1C**
Describe how individuals, including Daniel Boone, and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.
- **3.2A**
Identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being.
- **3.2B**
Compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

Need more resources?

[Screenshot of Proposed New Content](#)

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Unit 1

Community

PRINT

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(C)**
apply the terms year, decade, and century to describe historical times
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.1(A)**
describe how individuals, events, and ideas have changed communities, past and present
- **3.1(B)**
identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
- **3.1(C)**
describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities
- **3.2(A)**
identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being
- **3.2(B)**
compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation

Need more resources?

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 1. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

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Week 1

I Am a Member of a Community

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.2A**
Identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 1

I Am a Member of a Community

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.2(A)**
identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 2. Standards are listed at the top of the

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web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

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<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 2

Community Systems PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

Vocabulary

communication the exchange or sending of information and ideas
education learning of knowledge and skills
government a group of people who run a community
recreation anything we do to have fun or relax
transportation: moving people or things from one place to another

Standards

- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.2B**
Compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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Week 2

Community Systems

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.2(B)**
compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 3. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 3. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 3

How Communities Change

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.1A**
Describe how individuals, events, and ideas have changed communities, past and present.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 3

How Communities Change

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- 3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- 3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.15(A)**
use social studies terminology correctly
- 3.15(D)**
express ideas orally based on knowledge and experiences
- 3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- 3.1(A)**
describe how individuals, events, and ideas have changed communities, past and present

Update to Content Not Reviewed by SRP

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 4. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 4

Individuals Who Shaped Communities

PRINT

- Standards
- Week Storyline
- Teacher Background Knowledge
- Curriculum Notes
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

Standards

- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15B**
Create and interpret timelines.
- 3.15C**
Apply the terms year, decade, and century to describe historical times.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.1B**
Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin who have helped to shape communities.
- 3.1C**
Describe how individuals, including Daniel Boone, and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 4

Individuals Who Shaped Communities

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(C)**
apply the terms year, decade, and century to describe historical times
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.1(B)**
identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
- **3.1(C)**
describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 5. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 5

Founders

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.1C**
Describe how individuals, including Daniel Boone, and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 5

Founders

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.1(C)**
describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 2. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

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In the left navigation panel of the Teacher Edition, click Unit 2. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 2

Government and Citizenship PRINT

Standards

- **3.11A**
Identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains.
- **3.11B**
Identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15C**
Apply the terms year, decade, and century to describe historical times.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.16A**
Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- **3.1C**
Describe how individuals, including Daniel Boone, and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.
- **3.7A**
Describe the basic structure of government in the local community, state, and nation.
- **3.7B**
Identify local, state and national government officials and explain how they are chosen.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Unit 2

Government and Citizenship

PRINT

Standards

- **3.11(A)**
identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four chaplains
- **3.11(B)**
identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.14(E)**
Identify the central claim in a primary or secondary source
- **3.14(F)**
develop and communicate a claim and supporting evidence visually
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.15(F)**
Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives
- **3.16(A)**
Use democratic procedures to simulate making decisions on school, local, or state issues
- **3.16(B)**
use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- **3.1(C)**
describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 6. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 6

Important Documents

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.8A**
Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 6

Important Documents

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.8(A)**
identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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Insert a screenshot of your currently adopted content.

Week 7

How National Government Works

PRINT

- Vocabulary
- Standards
- Week Storyline
- Curriculum Notes
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

Vocabulary

consent of the governed people agree to abide by the decisions of their representatives

government a group of people who make decisions for a community

The executive branch enforces our country's laws

The judicial branch interprets the laws, or decides what they mean

The legislative branch makes the laws and sets taxes

Standards

- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.7A**
Describe the basic structure of government in the local community, state, and nation.
- 3.7B**
Identify local, state and national government officials and explain how they are chosen.
- 3.8B**
Describe the concept of "consent of the governed."

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 7

How National Government Works

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.16(A)**
Use democratic procedures to simulate making decisions on school, local, or state issues
- **3.7(A)**
describe the basic structure of government in the local community, state, and nation
- **3.7(B)**
identify local, state, and national government officials and explain how they are chosen
- **3.8(B)**
describe the concept of "consent of the governed"
- **3.9(E)**
Use voting as a method for group decision making

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Week 8

How State and Local Government Works

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.11A**
Identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.7A**
Describe the basic structure of government in the local community, state, and nation.
- **3.7B**
Identify local, state and national government officials and explain how they are chosen.

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Week 8

How State and Local Government Works

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.7(A)**
describe the basic structure of government in the local community, state, and nation
- **3.7(B)**
identify local, state, and national government officials and explain how they are chosen

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Week 9

Government Services

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

government services a program provided to the public by the government.

Standards

- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.7C**
Identify services commonly provided by local, state and national governments.

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Insert a screenshot of your proposed new content.

Week 9

Government Services

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- 3.14(b)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.15(A)**
use social studies terminology correctly
- 3.15(b)**
express ideas orally based on knowledge and experiences
- 3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- 3.7(C)**
identify services commonly provided by local, state, and national governments

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Week 10

Characteristics of Good Citizenship

PRINT

- Standards
- Week Storyline
- Curriculum Notes
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

Standards

- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.9A**
Identify characteristics of good citizenship including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

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Insert a screenshot of your proposed new content.

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Week 10

Characteristics of Good Citizenship

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.15(F)**
Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives
- **3.16(A)**
Use democratic procedures to simulate making decisions on school, local, or state issues
- **3.9(A)**
identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
- **3.9(E)**
Use voting as a method for group decision making

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Week 11

Exemplifying Good Citizenship

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

civic responsibility something that citizens are expected to do
common good when people think about and work for what is best for everyone
Exemplify means to be an example of something
jury a group of citizens who are selected to decide a court case

Standards

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.9B**
Identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship.
- **3.9C**
Identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting.
- **3.9D**
Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

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Insert a screenshot of your proposed new content.

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Week 11

Exemplifying Good Citizenship

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.15(F)**
Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives
- **3.16(A)**
Use democratic procedures to simulate making decisions on school, local, or state issues
- **3.9(B)**
identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
- **3.9(C)**
identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
- **3.9(D)**
identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good

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Week 12

Heroes

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

chaplain someone who performs religious services in the military
hero somebody who is admired for doing something brave for the community
heroic deed a courageous action for the common good

Standards

- 3.11A**
Identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains.
- 3.11B**
Identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

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Insert a screenshot of your proposed new content.

Week 12

Heroes

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.11(A)**
identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four chaplains
- 3.11(B)**
identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
- 3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.15(A)**
use social studies terminology correctly
- 3.15(D)**
express ideas orally based on knowledge and experiences
- 3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

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Week 13

Decision Making PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

Standards

- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.16A**
Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

TEACHER EDITION
STUDENT EDITION

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Week 13

Decision Making

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
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TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.14(E)**
Identify the central claim in a primary or secondary source
- **3.14(F)**
develop and communicate a claim and supporting evidence visually
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.16(A)**
Use democratic procedures to simulate making decisions on school, local, or state issues
- **3.16(B)**
use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

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Unit 3

Geography

PRINT

Standards

- **3.10A**
Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.
- **3.10B**
Compare ethnic and/or cultural celebrations in the local community with other communities.
- **3.12A**
Identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and through their stories, poems, statues, and paintings contribute to the cultural heritage of communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15B**
Create and interpret timelines.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.16A**
Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- **3.16**
Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:
- **3.3A**
Describe similarities and differences in the physical environment including climate, landforms, natural resources, and natural hazards.
- **3.3B**
Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

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Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Unit 3

Geography

PRINT

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.16(B)**
use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- **3.3(A)**
describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards
- **3.3(B)**
identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- **3.3(C)**
describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- **3.4(A)**
use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
- **3.4(B)**
use a scale to determine the distance between places on maps and globes
- **3.4(C)**
identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

Need more resources?

(SE)(Breakout(s)) and (Citation Type(s))

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Week 14

Map Skills

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

cartographer A person who creates a map. A cartographer decides what to include on a map. The title of the map tells us what the map is about.
coordinates numbers and letters along a map that help us find the location of a place
globe a spherical representation of the earth or of the constellations with a map on the surface.
maps representation of an area of land or sea showing physical features, cities, roads, etc.

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.4B**
Use a scale to determine the distance between places on maps and globes.
- **3.4C**
Identify, create and interpret maps of places that contain map elements including a title, compass rose, legend, scale, and grid system.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 14

Map Skills

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.4(B)**
use a scale to determine the distance between places on maps and globes
- **3.4(C)**
identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 15. Standards are listed at the top of the web page.

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WEEK 10

Location

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

alphanumeric grid Location tells us where a place is. We can find a location on a map using vertical and horizontal lines. These lines create a grid system.

cardinal directions Cardinal directions are the four main points on a compass.

Equator an imaginary line drawn around the earth equally distant from both poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°

grid a framework of spaced bars that are parallel to or cross each other

Intermediate directions Are between the four main points. They are northwest, northeast, southwest, and southeast.

Prime Meridian Cartographers draw vertical lines from the North Pole to the South Pole. The Prime Meridian is one of these lines. Vertical lines run around the Earth on both sides of the Prime Meridian.

region is an area that has similar characteristics. Some regions are organized by physical characteristics. These are things like landforms or climate. Some regions are organized by human characteristics. These are things like population, culture, or language.

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.4A**
Use cardinal and intermediate directions to locate places on maps and globes in relation to the local community.
- **3.4C**
Identify, create and interpret maps of places that contain map elements including a title, compass rose, legend, scale, and grid system.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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Week 15

Location

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.4(A)**
use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
- **3.4(C)**
identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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Week 16

Physical Characteristics of Places

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

climate the weather pattern of an area over time

landforms features found on the Earth's surface, such as mountains, valleys, and plains

mineral deposits minerals naturally formed underground, such as coal, oil, and natural gas

physical characteristics things that occur naturally in an environment

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.3A**
Describe similarities and differences in the physical environment including climate, landforms, natural resources, and natural hazards.
- **3.3B**
Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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Week 16

Physical Characteristics of Places

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.3(A)**
describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards
- **3.3(B)**
identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains

(SE)(Breakout(s)) and (Citation Type(s))

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Week 17

Modifying and Adapting to the Environment

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

adapt to change how we live to suit our physical environment
arid very dry
desert an area of land where the annual rainfall is less than 10 inches
modify make partial or minor changes to (something)
mountains a large area of land higher than the land around it
plains a large area of flat land that does not have many trees
terracing a flat area carved into the side of a hill, often used for farming
wetlands are landforms that are often flooded

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.3B**
Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

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Insert a screenshot of your proposed new content.

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Week 17

Modifying and Adapting to the Environment

PRINT

- [Standards](#)
- [Week Storyline](#)
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- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.3(B)**
identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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Week 18

Natural Hazards

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

blizzard a storm with high winds and snow
earthquake part of the solid ground under Earth's surface suddenly shifts and causes shaking
evacuate people leave their homes before a hazard occurs
flood an overflow of water on ground that is normally dry
hurricane a strong storm that forms over the ocean and causes heavy rain and high winds
tornado a storm with high, rotating winds that forms over land

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15B**
Create and interpret timelines.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.3A**
Describe similarities and differences in the physical environment including climate, landforms, natural resources, and natural hazards.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

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Week 18

Natural Hazards

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.3(A)**
describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 19. Standards are listed at the top of the web page.

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Week 19

Human Processes

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.16A**
Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- **3.3C**
Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 19

Human Processes

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.16(B)**
use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- **3.3(C)**
describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape

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Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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In the left navigation panel of the Teacher Edition, click Unit 4. Standards are listed at the top of the page.

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Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 4

Culture PRINT

Standards

- **3.10A**
Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.
- **3.10B**
Compare ethnic and/or cultural celebrations in the local community with other communities.
- **3.12A**
Identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and through their stories, poems, statues, and paintings contribute to the cultural heritage of communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.14C**
Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

[Need more resources?](#)

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Insert a screenshot of your proposed new content.

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Unit 4

Culture

PRINT

Standards

- **3.10(A)**
explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- **3.10(B)**
compare ethnic and/or cultural celebrations in the local community with other communities
- **3.12(A)**
The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities
- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

Need more resources?

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Week 20

Culture

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

culture the beliefs, traditions, and celebrations of a group of people
religion a system of beliefs shared by a group of people

Standards

- **3.10A**
Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.
- **3.10B**
Compare ethnic and/or cultural celebrations in the local community with other communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Screenshot of Proposed New Content

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Week 20

Culture

PRINT

- [Standards](#)
- [Week Storyline](#)
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TEACHER EDITION

STUDENT EDITION

Standards

- **3.10(A)**
explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- **3.10(B)**
compare ethnic and/or cultural celebrations in the local community with other communities
- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

(SE)(Breakout(s)) and (Citation Type(s))

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Week 21

Cultural Heritage

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.12A**
Identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and through their stories, poems, statues, and paintings contribute to the cultural heritage of communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 21

Cultural Heritage

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.12(A)**
The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities
- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

Update to Content Not Reviewed by SRP

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 22. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 22. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 22

Texas Celebrations PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

Vocabulary

cultural celebration Cultural celebrations bring people in a community together. This creates a sense of belonging for the members of the community.

festival a celebration that often incorporates traditional clothing, dance, music, and food

heritage is the legacy of cultural resources and intangible attributes of a group or society that is inherited from past generations.

Standards

- 3.10A**
Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.
- 3.10B**
Compare ethnic and/or cultural celebrations in the local community with other communities.
- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.14C**
Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

Update to Content Not Reviewed by SRP

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 22

Texas Celebrations

PRINT

- Standards
- Week Storyline
- Teacher Background Knowledge
- Curriculum Notes
- Weekly Assessment PDF

TEACHER EDITION

STUDENT EDITION

Standards

- 3.10(A)**
explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
- 3.10(B)**
compare ethnic and/or cultural celebrations in the local community with other communities
- 3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- 3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- 3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.15(A)**
use social studies terminology correctly
- 3.15(D)**
express ideas orally based on knowledge and experiences
- 3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 23. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 23. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 23

Exploring Our Culture

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Screenshot of Proposed New Content
Insert a screenshot of your proposed new content.

Week 23

Exploring Our Culture

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

(SE)(Breakout(s)) and (Citation Type(s))
Same as above.

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 5. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 5. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Unit 5
Economics PRINT

Standards

- **3.10A**
Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.
- **3.10B**
Compare ethnic and/or cultural celebrations in the local community with other communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.5A**
Identify ways of earning, spending, saving and donating money.
- **3.5B**
Create a simple budget that allocates money for spending, saving and donating.
- **3.6A**
Explain how supply and demand affect the price of a good or service.
- **3.6B**
Define and identify examples of scarcity.
- **3.6C**
Explain how the cost of production and selling price affect profits.
- **3.6D**
Identify individuals past and present, such as Henry Ford and Sam Walton who have started new businesses.
- **3.5A**
Identify ways of earning, spending, saving, and donating money.

[Need more resources?](#)

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Unit 5

Economics

PRINT

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.5(A)**
identify ways of earning, spending, saving, and donating money
- **3.5(B)**
create a simple budget that allocates money for spending and saving
- **3.6(A)**
explain how supply and demand affect the price of a good or service
- **3.6(B)**
define and identify examples of scarcity
- **3.6(C)**
explain how the cost of production and selling price affect profits
- **3.6(D)**
identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses

Need more resources?

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 24. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 24

Earning Money

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.5A**
Identify ways of earning, spending, saving and donating money.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 24

Earning Money

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.5(A)**
identify ways of earning, spending, saving, and donating money

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed new content
In the left navigation panel of the Teacher Edition, click Week 25. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Week 25

Economic Choices PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

Vocabulary

debt the money you owe
donating giving part of what you have to others
interest extra money people agree to pay over time to borrow money now
loan money you borrow to pay for things now
saving putting some money aside each time you are paid

Standards

- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- 3.5A**
Identify ways of earning, spending, saving and donating money.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 25

Economic Choices

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.5(A)**
identify ways of earning, spending, saving, and donating money

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 26. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 26

Budgeting

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.5B**
Create a simple budget that allocates money for spending, saving and donating.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 26

Budgeting

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.5(B)**
create a simple budget that allocates money for spending and saving

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854->

Update to Content Not Reviewed by SRP

[c2beeba131ff/publications/119/teacher-resources](https://online.studiesweekly.com/publications/119/teacher-resources)

Description of the specific location and hyperlink to the exact location of the proposed new content
In the left navigation panel of the Teacher Edition, click Week 27. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beeba131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a page titled "Week 27 Economic Principles". At the top right is a "PRINT" button. Below the title is a navigation menu with links for "Standards", "Week Storyline", "Curriculum Notes", and "Weekly Assessment PDF". To the right of these links are buttons for "TEACHER EDITION" and "STUDENT EDITION". The main content area is titled "Standards" and contains a list of seven standards:

- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.6A**
Explain how supply and demand affect the price of a good or service.
- **3.6B**
Define and identify examples of scarcity.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 27

Economic Principles

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.6(A)**
explain how supply and demand affect the price of a good or service
- **3.6(B)**
define and identify examples of scarcity

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Week 28. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Week 28

Innovators

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

assembly line a row of workers who each do their part to produce a product
expenses the money it costs to run a business
income money a business earns from selling a good or service
innovator a person who thinks of a new or better way
loss when the expenses of the business is more than its income
production cost the amount of money it takes to make a good or provide a service
profit the money left over after a business pays all its expenses

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.
- **3.6C**
Explain how the cost of production and selling price affect profits.
- **3.6D**
Identify individuals past and present, such as Henry Ford and Sam Walton who have started new businesses.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Week 28

Innovators

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- **3.6(c)**
explain how the cost of production and selling price affect profits
- **3.6(d)**
identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Unit 6. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

Description of the specific location and hyperlink to the exact location of the proposed new content

In the left navigation panel of the Teacher Edition, click Unit 6. Standards are listed at the top of the page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/571/teacher-resources>

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Not Reviewed by SRP

Unit 6

History

PRINT

Standards

- **3.13A**
Identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.
- **3.13B**
Describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15B**
Create and interpret timelines.
- **3.15C**
Apply the terms year, decade, and century to describe historical times.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Need more resources?

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Update to Content Not Reviewed by SRP

Unit 6

History

PRINT

Standards

- **3.13(A)**
identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others
- **3.13(B)**
describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities
- **3.14(A)**
gather information, including historical and current events and geographic data, about the community using a variety of resources
- **3.14(B)**
differentiate and compare information about a specific issue or event provided in primary and secondary sources
- **3.14(C)**
interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.14(E)**
Identify the central claim in a primary or secondary source
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(C)**
apply the terms year, decade, and century to describe historical times
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

Need more resources?

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

In the left navigation panel of the Teacher Edition, click Week 29. Standards are listed at the top of the web page.

<https://online.studiesweekly.com/teacher/classrooms/888da0c4-aa4b-4d5d-b854-c2beebea131ff/publications/119/teacher-resources>

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Screenshot of Currently Adopted Content

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Update to Content Not Reviewed by SRP

Week 29

Timelines

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

calendar something that shows the days of the week and months of the year
cause the reason something happened
chronological putting events in the order they happened
critical thinking a clear and organized way of making connections
effect the result of what happened
timeline a list of events in chronological order

Standards

- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15B**
Create and interpret timelines.
- **3.15C**
Apply the terms year, decade, and century to describe historical times.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

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Week 29

Timelines

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.14(D)**
interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- **3.15(A)**
use social studies terminology correctly
- **3.15(B)**
create and interpret timelines
- **3.15(C)**
apply the terms year, decade, and century to describe historical times
- **3.15(D)**
express ideas orally based on knowledge and experiences
- **3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

Description of the specific location and hyperlink to the exact location of currently adopted content

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Week 30

Scientific Breakthroughs

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.13A**
Identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.
- 3.13B**
Describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Week 30

Scientific Breakthroughs

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- 3.13(A)**
identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others
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- 3.15(E)**
create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

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(SE)(Breakout(s)) and (Citation Type(s))

Same as above.

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Week 31

New Technology

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

app a computer program designed for a specific purpose; application
lubricator a machine that automatically greases an engine
patent a document that gives an inventor the right to be the only one to make or sell their invention
reaper a machine that collects crops
software a program that runs a computer system

Standards

- 3.13A**
Identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.
- 3.13B**
Describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- 3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- 3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- 3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- 3.15A**
Use social studies terminology correctly.
- 3.15D**
Express ideas orally based on knowledge and experiences.
- 3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

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Week 31

New Technology

PRINT

- [Standards](#)
- [Week Storyline](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Standards

- **3.13(A)**
identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others
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(SE)(Breakout(s)) and (Citation Type(s))

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Description of the specific location and hyperlink to the exact location of currently adopted content

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Week 32

Sources

PRINT

- [Vocabulary](#)
- [Standards](#)
- [Week Storyline](#)
- [Teacher Background Knowledge](#)
- [Curriculum Notes](#)
- [Weekly Assessment PDF](#)

TEACHER EDITION

STUDENT EDITION

Vocabulary

analyze study something carefully

historian a person who studies history by using evidence and asking questions

primary source sources created by people who saw or experienced something

secondary source sources made by people who did not see or experience events themselves

Standards

- **3.14A**
Gather information, including historical and current events and geographic data, about the community using a variety of resources.
- **3.14B**
Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.
- **3.14C**
Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.
- **3.15A**
Use social studies terminology correctly.
- **3.15C**
Apply the terms year, decade, and century to describe historical times.
- **3.15D**
Express ideas orally based on knowledge and experiences.
- **3.15E**
Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

Screenshot of Proposed New Content

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