

Subject: Social Studies

Resources: Our Country and its Regions Textbook

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***The Long-Range Plans are based on the NAD and NYS Curriculum Learning Standards.**

There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

Students will be tested on the following standards for Social Studies:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
2. Explore the Local History and Government of New York City and State, “focusing on history, geography, economics and citizenship.”
3. Demonstrates understanding of basic social studies facts (e.g., The Battle of Brooklyn was a victory for the British in the American Revolution.)
4. Demonstrates understanding of map skills, uses symbols, direction, legends, latitude and longitude.
5. Produces a variety of work that draws together information from both primary and secondary sources

NAD Standards

Culture

SS.K–4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

(KE 1.1) • Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)

SS.K–4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)

SS.K–4.C.3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3)

• Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)

SS.K–4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity

SS.K–4.C.5 Explain how culture may change in response to changing needs and concerns. (KE 1.4)

- Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)
- SS.K–4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5)
- Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)
- SS.K–4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6)
- Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)
- SS.K–4.C.8 Identify the influence of Seventh-day Adventist heritage on culture.

Time, Continuity & Change

SS.K–4.TCC. Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)

- Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)

SS.K–4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)

- Use a variety of resources to learn about the past. (PE 2.2)

SS.K–4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3)

- Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)

SS.K–4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)

- Describe how people in the past lived, and research their values and beliefs. (PE 2.6)

SS.K–4.TCC.5 Identify the accomplishments of Seventh-day Adventists in history.

SS.K–4.TCC.6 Identify the first Seventh-day Adventist missionaries

SS.K–4.TCC.7 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5)

- Describe examples of cause and effect relationships. (PE 2.4)

SS.K–4.TCC.8 Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6)

Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)

SS.K–4.TCC.9 Trace how the origins of the Seventh-day Adventist church are threaded throughout history

SS.K–4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7)

- Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)
- Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)

SS.K–4.TCC.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place

People Places & Environment

SS.K–4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1)

SS.K–4.PPE.2 Define concepts such as: location, direction, distance, and scale. (KE 3.2)

SS.K–4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9)

- Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)

SS.K–4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)

SS.K–4.PPE.5 Describe the Christian’s responsibility for the environment

SS.K–4.PPE.6 Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live. (KE 3.4)

SS.K–4.PPE.7 Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas and in the ways people make a living. (KE 3.6)

SS.K–4.PPE.8 Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8)

- Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)

SS.K–4.PPE.9 Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)

SS.K–4.PPE.10 Examine the effects of sin on the environment.

SS.K–4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)

- Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. (PE 3.2)

SS.K–4.PPE.12 Discuss the Christian’s responsibility for the Earth’s environment and its resources.

Individual Development & Identity

- SS.K–4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1) GK: 7, 20, 26
- SS.K–4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God’s overall plan. GK: 9
- SS.K–4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2)
- Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2) GK: 9, 53, 54, 56
- SS.K–4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3) SS.K–4.IDI.5 Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.
- SS.K–4.IDI.6 Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4) GK: 9
- SS.K–4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities.
- Ask and find answers to questions about how individual identity forms and changes. (PE 4.1) GK: 7, 8, 9, 20
- SS.K–4.IDI.8 Examine how individuals change over time. (KE 4.5) GK: 7, 20 G1: 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 50–51
- SS.K–4.IDI.9 Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)
- SS.K–4.IDI.10 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K–4.IDI.11 Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture. (PE 4.3)
- SS.K–4.IDI.12 Evaluate how individuals can express their own identity and work productively with others. (PE 4.4) G3: 170–171
- SS.K–4.IDI.13 Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7) GK: 26, 27, 30, 31
- SS.K–4.IDI.14 Outline how individual choices are influenced by personal and social factors. (KE 4.8) GK: 26, 27, 30, 31, 88 SS.K–4.IDI.15 Identify people, groups, and institutions that contribute to development. (PE 4.5) GK: 3, 4, 5, 17, 86, 87 SS.K–4.IDI.16 Embrace and cultivate a personal relationship with Christ

Individuals, Groups & Institutions

- SS.K–4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1) GK: 3, 5, 17, 86, 87
- SS.K–4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2)
- Ask and find answers to questions about individual, group, and institutional influences.
 - Gather information about groups through such tools as surveys and interviews. (PE 5.7)
- SS.K–4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods.
- SS.K–4.IGI.4 Identify characteristics that distinguish individuals. (KE 5.3) SS.K–4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4)
- Describe interactions between and among individuals, groups, and institutions. (PE 5.2) G2: T22, T23, 56–57, 78–79

- Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3)
- Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)

SS.K–4.IGI.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)

SS.K–4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives.

- Provide examples of the role of institutions in furthering both continuity and change.
- Show how groups and institutions work to meet individual needs and promote or fail to promote the common good.

SS.K–4.IGI.8 Participate in age appropriate outreach and service projects.

Power, Authority & Governance

SS.K–4.PAG.1 Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)

SS.K–4.PAG.2 Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)

SS.K–4.PAG.3 Describe the structure and organization of the Seventh-day Adventist church. • Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)

SS.K–4.PAG.4 Give examples of people who have the authority to make and enforce rules.

SS.K–4.PAG.5 Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)

SS.K–4.PAG.6 Show how the Ten Commandments relate to governmental laws

SS.K–4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)

- Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)
- Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)

SS.K–4.PAG.8 Exhibit tolerance and respect for individuals with different beliefs and viewpoints

SS.K–4.PAG.9 Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)

- Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)

SS.K–4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

Production, Distribution & Consumption

SS.K–4.PDC.1 Demonstrate how people and communities deal with scarcity of resources. (KE 7.1) G1: 100–101 G2: 142–143 G3: 124–125, 126–127 G4: 99, 100

SS.K–4.PDC.2 Explain uses of God’s gift of natural resources for meeting human needs.

SS.K–4.PDC.3 Distinguish the difference between needs and wants. (KE 7.2) G4: 99 • Analyze the differences between wants and needs. (PE 7.2) GK: 82 G1: 102–103 G4: 99 • Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4) G4: 99 SS.K–4.PDC.4 Investigate what people and communities gain and give up when they make a decision. G4: 97

SS.K–4.PDC.5 Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.

SS.K–4.PDC.6 Explain how economic incentives affect people’s behavior. (KE 7.4)

- Evaluate how the decisions that people make are influenced by the trade–offs of different options. (PE 7.3)

SS.K–4.PDC.7 Identify the characteristics and functions of money and its uses. (KE 7.5)

- Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5) G1: 100–101 G2: 142–143 G3: 126–127

SS.K–4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6) G4: 95, 102, 103, 104

SS.K–4.PDC.9 Examine the efforts of the Seventh-day Adventist church to alleviate social problems. SS.K–4.PDC.10 Describe the characteristics of a market economy. (KE 7.7) G4: 93

SS.K–4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8) G4: 104, 110, 111

- Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)

Science, Technology & Society

SS.K–4.STS.1 Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)

- Identify the points of view expressed in information sources regarding science and technology. (PE 8.6) G3: T20, T21

SS.K–4.STS.2 Cite examples of how society often turns to science and technology to solve problems. (KE 8.)

- Use diverse types of media technology to research and share information. (PE 8.2) G1: 20–21

SS.K–4.STS.3 Design a project using technology to serve the church and community. G2: 236

SS.K–4.STS.4 Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)

- Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)

SS.K–4.STS.5 Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)

- Identify examples of science and technology in daily life. (PE 8.3) GK: 18, 19 G1: 20–21 G2: T26, T27, 144–145 G3: T20, T21, 122–123 G4: 47, 61, 139, 213, 236, 244, 245, 276

SS.K–4.STS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5) G2: 144–145 G3: 122–123 G4: 36, 37, 47, 61, 179, 213, 236, 244, 245, 276 • Research and evaluate various scientific and technological proposals for addressing real–life issues and problems. (PE 8.7) G1: 20–21 G4: 236

SS.K–4.STS.7 Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6) G4: 61

- Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4) G2: T26, T27 G3: 122–123 G4: 36, 37, 61, 139, 213, 236, 244, 245, 276
- Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people’s lives. (PE 8.5) 236, 244, 245, 276 G1: 20–21 G2: T26, T27 G4: 139, 213, 236, 244, 245, 27

Global Connections

SS.K–4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)

- Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1) G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 250, 251, 252, 253, 278, 285
- Identify examples of global connections in the individual’s community, state, or region. (PE 9.2) G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 220, 221, 252, 253, 278, 285
- Use maps and databases to look for global patterns, trends, and connections. (PE 9.3) G1: 70–71 G2: 146–147 G3: 32–33, 38–39, 44–45, 68–69, 128–129 G4: 211, 251, 278

SS.K–4.GC.2 Explain how global connections affect the daily life of individuals and those around them. (KE 9.2) GK: 52, 53 G2: 84–85, 86–87, 88–89, 146–147, 148–149 G3: 70–71, 72–73 G4: 154, 155, 211, 218, 219, 252, 253, 278, 285

- Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4) GK: 52, 53 G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89 G3: 66–67, 68–69, 70–71, 72–73 G4: 118, 154, 155, 188, 189, 218, 219, 220, 221, 225E, 225F, 252, 253, 278, 285

SS.K–4.GC.3 Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

SS.K–4.GC.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3) G2: 74–75, 76–77, 78–79, 80–81, 146–147, 148–149 G4: 57, 58, 59, 60, 118

- Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7) G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89 G4: 152, 153, 278
- Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8) G3: 128–129 G4: 17, 18, 19, 152, 153, 225E, 225F, 278

SS.K–4.GC.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4) G1: 70–71 G2: 84–85, 86–87, 88–89

- Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5) G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89, 146–147, 148–149 G3: 66–67, 70–71, 72–73, 128–129 G4: 57, 58, 59, 60, 65C, 65D, 118, 278

SS.K–4.GC.6 Evaluate how the pace of global change has quickened in recent times. (KE 9.5) G2: 146–147, 148–149 G3: 122–123 G4: 118, 278

- Examine the ways in which technology affects global connections. (PE 9.6) G1: 20–21, 22–23 G2: 144–145 G3: 122–123 G4: 278 SS.K–4.GC.7
Discuss and analyze the unique message and mission of the Seventh-day Adventist church

Civic Ideals & Practices

SS.K–4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)

- Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)

SS.K–4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2)

- Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)

SS.K–4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. (KE 10.3)

- Identify and exercise the rights and responsibilities of citizens. (PE 10.2)

SS.K–4.CIP.4 Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)

- Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)

- Examine the influence of citizens and officials on policy decisions. (PE 10.7)

SS.K–4.CIP.5 Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)

- Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5)

- Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)

SS.K–4.CIP.6 Discuss the importance of religious freedom throughout the world

First Marking Period				
Weeks	Topics	Objectives	Themes	Resources
Week 1	Unit: 1 Our National Story	Students will learn what are some events that shaped our nations? PEOPLE, PLACES, AND EVENTS	The First Americans	Textbook: Our Country and Its Regions: Lessons 1-7 pp. 2 - 64 Other Resource Materials: Spectrum Geography
Week 2	Unit: 1 Our National Story Cont.		Three Worlds Meet	
Week 3	Unit: 1 Our National Story Cont.		A Nation Is Born	
Week 4	Unit: 1 Our National Story Cont.		The Nation Grows	
Week 5	Unit: 1 Our National Story Cont.		War and Changes	
Week 6	Unit: 1 Our National Story Cont.		A Changing World	
Week 7	Unit: 1 Our National Story Cont.		A Modern World	
Week 8	Unit 2: The United States: Its Land and People			
Week 9	Unit 2: The United States: Its Land and People Cont.			
Second Marking Period				
Week 1	Unit 2: The United States: Its Land and People Cont.	Students will find out how people meet their needs through the various themes in this unit.	From Sea to Sea	Textbook: Lessons 1 – 7 pp. 66- 122
Week 2	Unit 2: The United States: Its Land and People Cont.		Our Country's Regions	
Week 3	Unit 2: The United States: Its Land and People Cont.		Our Country's Climate	
Week 4	Unit 2: The United States: Its Land and People Cont.		Our Economy	
Week 5	Unit 2: The United States: Its Land and People Cont.		State and Local Governments	
Week 6	Unit 2: The United States:		Our Nation's Government	

	Its Land and People Cont.			
Week 7	Unit 2: The United States: Its Land and People Cont.		Global Connection: The United Nations Our Democratic Values	
Week 8	Unit 3: The Northeast	Students will discover what causes a region to change and an understanding of its history.	The Geography of the Northeast -Maps and Globe Skills: Compare maps at Different Scales	TEXT: Our Country And Its Regions: Lessons 1 – 3 pp. 124 - 154
Week 9	Unit 3: The Northeast Cont.		The Economy of the Northeast	
Week 10	Unit 3: The Northeast Cont.		The People of the Northeast Global Connection: New York City’s Caribbean Festival	
Week 11	Revision for Examination			
Week 12	Mid-Year Local Examination in Core Subjects			
Third Marking Period				
Week 1	Unit 4: The Southeast	Students will look into the relationship of the geography of the Southeast, its economy, and history	The Southeast Environment	Textbook: Lessons 1 – 3 pp. 156 - 186
Week 2	Unit 4: The Southeast Cont.		The Geography of the Southeast	
Week 3	Unit 4: The Southeast Cont.		The Economy of the Southeast	
Week 4	Unit 4: The Southeast Cont.		The People of the Southeast	
Week 5	Mid-Year Revision			
Week 6	Mid-Year Examination			
Week 7	Unit 5: The Midwest	Students will discover: How do natural resources affect a region’s growth?	The Geography of the Midwest The Economy of the Mid	Textbook: Lessons 1 – 3 pp. 188 - 218
Week 8	Unit 5: The Midwest Cont.		The People of the Midwest	

			Global Connection: Kansas Wheat	
Week 9	Unit 4: Revision			
Week 10	Unit 6: The Southwest	Students will learn the geographical location of the Southwest and discover how people adapt to their environments.	The Geography of the Southwest -The Economy of the Southwest	Textbook: Lessons 1 – 3 pp. 220 - 250
Fourth Marking Period				
Week 1	Unit 6: The Southwest	Students will learn and discover how people adapt to their environments.	The People of the Southwest	Textbook: Lessons 1 – 3 pp. 220 - 250
Week 2	Unit 7: The West	Students will investigate to find out: How does technology change People’s lives?	The Geography of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 3	Unit 7: The West		The Economy of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 4	Class project			
Week 5	Unit 7: The West	Students will investigate to find out: How does technology change People’s lives?	Global Connections: International Trade	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 6	Unit 7: The West		The People of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 7	Final submission of project			
Week 8	Revision Week			
Week 9	Final Examination			