

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 5 – Core</i>	Quarter: <i>1st</i>
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Core CNMI PSS benchmarks for Social Studies – Grade 5 has been modified to address schools on half-day sessions and/or remote learning. • Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district. • Enduring understandings are the big generalizations for the topic/concept. • For grade 5 NMI context shall be embedded for 20-25% of instructional time. 	
<p>Primary Instructional Materials (BOE Approved): <i>Pearson MyWorld Grade 5 Social Studies; Building Our Country; 2013 National + Realize</i> * Accommodations: Closed Captioned Videos, Songs, Digital Audio Text, Visual Cues, ELL and Differentiation lesson support</p>	
<p>Description:</p> <p>C: Analyze US & CNMI governments by their constitutions.</p> <ul style="list-style-type: none"> • ideals and values of the United States and CNMI government. • analyze the Constitutions of both the U.S. and the CNMI, relationship between the U.S. and CNMI's Constitutions with their unique frameworks, • compare and contrast the two Constitutions, • different levels of government and related historical events (Federalism) <p>E: Workings of a small business. Taxes, what are they and how are they used in government.</p> <ul style="list-style-type: none"> • how the economy works (such as capital goods, specialization, and incentives), • related government policies, • supply and demand works within market economies, • how businesses are created. • taxes, why the government collects them, and what they use them for. <p>G/H: Historical figures impacted the US through exploration and colonization.</p> <ul style="list-style-type: none"> • historical figures who had an impact on the early United States, • explorers that traveled the world centuries ago, from their travels to their reasons behind settling in and colonizing places like North America. 	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand, compare, contrast, infer about early migration, civilizations, colonization, and chronological events of the early United States/NMI. • Native Americans shaped and adapted to their environment, thriving by diverse cultures. • <i>Technological advancements such as</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the environment shape how we live? • Who were the ancient people who migrated to the Americas? • How did the Native Americans adapt to their environment? • <i>How did advancements in technology help Europeans explore trade routes and settle in new places?</i>

<p><i>improved maps, faster and safer ships, the astrolabe, and the magnetic compass impacted exploration.</i></p> <ul style="list-style-type: none"> • Trade (with Asia) spurred European explorers in the 15th and 16th centuries to seek new opportunities. • Immigrants leave their homelands due to political and economical problems and to seek economics prosperity and religious freedom. • Colonization of the Americas had unintended and sometimes devastating consequences. • Europeans and Native Americans often had differing points of view. • The reasons behind the immigration and colonization of the Americas by the Europeans: Spanish settled for wealth, power, and to convert the natives to Catholicism; English settled to set up new colony for the queen of England; Pilgrims & Puritans (Separatists) immigrated to find riches and for religious independence from the Church of England; the French and Dutch wanted to find a shortcut across America to Asia and to expand the fur trade. • Summarize, sequence, and compare the events that led to settlement in St. Augustine, Fl; Virginia (Raleigh, NC and Jamestown, Va); New England; Canada. 	<ul style="list-style-type: none"> • <i>Why did European explorers sail west?</i> • Why do people leave their homeland? • What does it take to build a new society? • How and why did Spain create a large colony in America? • How and why did the English colonies settle in Virginia? • What are the key events surrounding the establishments of English (Separatist) settlements in New England? • What are the key events surrounding the establishment of French and Dutch colonies in Canada?
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>
<p>Grade 4 missed in 4th Quarter SY2019-2020</p> <p>☑G.4.3.2: Recognize major physical and human features of a region and display them on an elevation, natural resource, or other thematic map.</p> <p>☑G.4.3.5: Distinguish how areas can be classified according to their human features and their physical features</p> <p>☑G.4.4.1: Compare the characteristics of culture in different places and regions and within the same places and regions.</p> <p>G.4.4.2: Describe human-induced changes that are impacting certain regions, including the CNMI, and the possible future impact of these changes.</p> <p>☑G.4.4.3: Explain the relationship between use of natural resources and patterns of human settlement, population growth, and economic activity.</p> <p>☑G.4.4.4: Describe how physical processes affect ecosystems and landforms.</p>	

<p style="text-align: center;">Week 1</p> <p>Mon: Chapter Opener: Big Q; myStory Video (4:25); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 1: <u>Lesson 1: Ancient American Civilizations</u></p> <p>Tue: Lesson Intro; Envision + Active Reading Wed: Active Reading + Interactive Key Ideas Thu: Got It + myStory Idea</p>	<p>G.5.4.1 G.4.4.3 G.4.4.4</p>	<p>Describe how human migration and settlement patterns are affected by physical features of the environment</p>
<p style="text-align: center;">Week 2</p> <p>Ch. 1: <u>Lesson 2: Adapting to Different Places</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	<p>G.5.4.1 G.4.3.2 G.4.3.5 G.4.4.3 G.4.4.4</p>	<p>Describe how human migration and settlement patterns are affected by physical features of the environment</p>
<p style="text-align: center;">Week 3</p> <p>Ch. 1: <u>Lesson 3: Native American Cultures</u> <u>*Daily Life</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p> <p>Leveled Readers: Chief Joseph (Westward expansion + gold rush forces natives off of their land)</p>	<p>G.5.4.1 G.4.4.1 G.4.4.3</p>	<p>Describe how human migration and settlement patterns are affected by physical features of the environment</p>
<p style="text-align: center;">Week 4</p> <p style="text-align: center;"><u>Chapter Closer</u></p> <p>Vocab Review; myStory Book; *myWorld Activity: Create a Museum Display</p>	<p style="text-align: center;">G.5.4.1, H.5.7.5 Projects, Extension activities, Applying local context</p>	
<p style="text-align: center;">Week 5</p> <p>Review/ Assess [Ch. 1: L1, 2, 3 (Daily Life)] Review the Big Q, Video; Assessment Choices: myStoryBook, *myWorld Activity, Chapter Assessment</p>	<p style="text-align: center;">G.5.4.1, H.5.7.5 Exams, Projects, Extension activities</p>	
<p style="text-align: center;">Week 6</p> <p style="text-align: center;">Chapter 2: Age of Exploration</p> <p>Chapter Opener: Big Q; myStory Video (4:25); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p><u>Lesson 1: Technology Shapes Exploration</u> <u>Lesson 2: Explorers for Spain</u> <u>Lesson 3: The Columbian Exchange</u></p>	<p>Chapter 2 – is background information leading up to Chapter 3. Assess H.5.7.3 in Chapter 3.</p> <p>Recommended activities for Ch. 2 are the 21st Century Skills (Timelines) & my World Activity: Help Wanted. While doing the activity students can refer to the chapter lessons for more information.</p> <p>H.5.7.2 Describe the significance of specific individuals and events in early U.S. History</p>	

<p>* 21st C Skills (Timelines)</p> <p>*myWorld Activity: Help Wanted: Voyagers</p>	H.5.7.3	Describe the major events and their causes in the European exploration and colonization of North America. (economic activities, religious freedom, English & French Explorers, Jamestown, Quebec)
	H.5.7.4	Describe the development in the American colonies of daily life. (religion, economics, government)
<p>Week 7</p> <p>Chapter 3: Settlements Take Root</p> <p>Chapter Opener: Big Q; myStory Video (4:24); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 3: Lesson 1: The Spanish Colony</p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	Begin Chapter 3 – Assessments to be applied to Quarter 2	
	H.5.7.3	Describe the major events and their causes in the European exploration and colonization of North America. (economic opportunity, religious freedom, English & French explorers, Jamestown, Quebec)
	Connect to the Spanish colonization in the Pacific & Marianas	
	H.5.7.4	Describe the development in the American colonies of daily life. (religion, economics, government)
<p>Week 8</p> <p>Ch. 3: Lesson 2: The English Colony</p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p> <p>Leveled Readers: Chief Powhatan</p>	H.5.7.3	Describe the major events and their causes in the European exploration and colonization of North America.
	Connect to the English (whalers) contact in the Pacific & Marianas	
	H.5.7.4	Describe the development in the American colonies of daily life.
	H.5.7.5	Describe early history of indigenous people in the North America

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 5 - Core</i>	Quarter: <i>2nd</i>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand, compare, contrast, infer about early migration, civilizations, colonization, and chronological events of the early United States/ NMI. • Explain how the colonies were established and developed. • Environment and location influence where people live and what they do there. Compare the geography of the colonies. • People adapt and modify the world around them to meet their needs. • Trade and technology promote economic growth. Describe the settlements in 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it take to build a new society? • How did slavery develop? • How did the conflicts and alliances during the French and Indian War affect the expansion of British colonies?

<p>terms of industries developed.</p> <ul style="list-style-type: none"> Analyze the role of religion and government. Development of slavery supported trade, free and enslaved Africans, and their contributions to the colonies. Relationships between the colonists and the natives led to cooperation and conflict. Conflicts and alliances affect expansion. George Washington's role in the French and Indian (Seven Year's) war Pontiac Rebellion and the Proclamation of 1763. 		
Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):	
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Chapter 3: Settlements Take Root</p> <p style="text-align: center;">Ch. 3: <u>Lesson 3: Pilgrims & Puritans</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	H.5.7.3	Describe the major events and their causes in the European exploration and colonization of North America. (economic activities, religious freedom, English & French Explorers, Jamestown, Quebec)
	H.5.7.4	Describe the development in the American colonies of daily life. (religion, economics, government)
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Ch. 3: <u>Lesson 4: The French & Dutch</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	H.5.7.3	Describe the major events and their causes in the European exploration and colonization of North America.
	H.5.7.4	Describe the development in the American colonies of daily life.
<p style="text-align: center;">Week 3</p> <p style="text-align: center;"><u>Chapter Closer</u></p> <p style="text-align: center;">Vocab Review, *myWorld Activity: My Life in America, myStoryBook</p> <p style="text-align: center;">Review/ Assess (Ch. 3: L1 -4)</p> <p style="text-align: center;">Review the Big Q, Video; Assessment Choices: myStoryBook, myWorld Activity: My Life in America, Chapter Assessment</p>	<p>H.5.7.3, H.5.7.4</p> <p>Projects, Extension activities, Applying local context, Exams</p>	

<p style="text-align: center;">Week 4</p> <p style="text-align: center;">Chapter 4: Life in the Colonies</p> <p style="text-align: center;">Chapter Opener: Big Q; myStory Video (3:28); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 4: <u>Lesson 1: New England, Middle, & South</u></p> <ol style="list-style-type: none"> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea <p>*myWorld Activity: Where Should They Settle?</p>	G.5.4.1	Describe how human migration and settlement patterns are affected by physical features of the environment
<p style="text-align: center;">Week 5</p> <p>Ch. 4: <u>Lesson 2: Daily Life in the Colonies</u></p> <ol style="list-style-type: none"> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea <p style="text-align: center;">Leveled Readers: Anne Hutchinson</p>	H.5.7.4	Describe the development in the American colonies of daily life. (religion, economics, government)
<p style="text-align: center;">Week 6</p> <p>Ch. 4: <u>Lesson 3: Slavery in the Colonies</u></p> <ol style="list-style-type: none"> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea 	H.5.7.1	Describe the elements of historic cause and effect colonial wars and slavery
<p style="text-align: center;">Week 7</p> <p style="text-align: center;">Chapter 4</p> <p>Ch. 4: <u>Lesson 4: The French & Indian War</u></p> <ol style="list-style-type: none"> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea 	H.5.7.1	Describe the elements of historic cause and effect colonial wars and slavery
<p style="text-align: center;">Week 8</p> <p style="text-align: center;"><u>Chapter Closer</u></p> <p style="text-align: center;">Vocab Review, *myWorld Activity: Where Should They Settle?, myStoryBook</p> <p style="text-align: center;">Review/ Assess (Ch. 3: L1 -4)</p> <p style="text-align: center;">Review the Big Q, Video; Assessment Choices: myStoryBook, myWorld Activity: Where Should They Settle?, Chapter Assessment</p>	<p>G.5.4.1, H.5.7.1, H.5.7.4 Projects, Extension activities, Applying local context, Exams</p>	

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 5 - Core</i>	Quarter: <i>3rd</i>
Enduring Understandings: <ul style="list-style-type: none"> • Describe and explain how the U.S. and CNMI Constitutions were formed. • Political change, that has costs and benefits, happens when people, with shared ideals, stand up for what they believe. • There are universal rights that all people share. • The British government wanted the colonists to accept British rule, with the actions of parliament leading to colonist’s protests and boycotts. • Describe the purpose and actions of the second continental congress; how and why the colonies declared their independence from British rule. • Understand that the Declaration of Independence was a public explanation of American ideals; identify leaders who wrote and signed the Declaration of Independence. • The American Revolution led to the Treaty of Paris. • Describe and explain how the Constitutions were formed. • Be able to organize information from the Constitution (United States and CNMI). • Differentiate the roles of the three branches of government. • The American government was structured under the Article of Confederation, wherein states wanted to avoid a strong central government. • There were compromises involved in writing the U.S. Constitution to provide for limits in the powers of government through a system of checks and balances. • The U.S./CNMI Constitution guarantees the rights of citizens and the structure of government. Every citizen is equal under 	Essential Questions: <ul style="list-style-type: none"> • What is worth fighting for? • How did the fighting between the British and the colonists begin? • When did colonist achieve independence from Great Britain? • Was the fight for independence from Great Britain worth fighting for? • How did the United States win its independence? • What is the purpose of government? • How was the Constitution created? • How is the government organized according to the Constitution? • How are individual rights of citizens guaranteed in the Constitution? • What does the Preamble describe as the purpose for our government? • How do I know the Constitution affects my life today?

<p>the laws of the United States.</p> <ul style="list-style-type: none"> • The U.S./CNMI Constitution is an enduring document that has been amended over time. • Evaluate the role of the Constitution in individual lives. • The Bill of Rights guarantees individual rights of all citizens. • The Preamble describes the purpose of government as to provide citizens with a fair, safe, and peaceful way of life. • The Constitution in its basic principles protects citizens by ensuring the government doesn't misuse its power, and that all citizens get treated equally. • Analyze the cause and effect of the Constitutions, levels of government, and historical events. 		
Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):	
Week 1 Chapter 5: The American Revolution Chapter Opener: Big Q; myStory Video (1:38); myStory Spark; (Words to Know, Reading Skill Practice) +Ch. 5: <u>Lesson 1: Tensions with Britain</u> ^{1.} Lesson Intro; Envision+ Active Reading; ^{2.} Active Reading + Interactive Key Ideas; ^{3.} Got It + myStory Idea	H.5.7.2	Describe the significance of specific individuals and events in early United States history (e.g. Revolutionary War)
	H.5.7.6	Describe specific ideas and decisions that had an impact on the history of early United States history (e.g. rights of Englishmen, representation, taxation, Declaration of Independence)
Week 2 Ch. 5: <u>Lesson 2: The Colonists Rebel</u> ^{1.} Lesson Intro; Envision+ Active Reading; ^{2.} Active Reading + Interactive Key Ideas; ^{3.} Got It + myStory Idea	H.5.7.2	Describe the significance of specific individuals and events in early United States history
	H.5.7.6	Describe specific ideas and decisions that had an impact on the history of early United States history
Week 3 Ch. 5: <u>Lesson 3: Declaring Independence</u> ^{1.} Lesson Intro; Envision+ Active Reading; ^{2.} Active Reading + Interactive Key Ideas; ^{3.} Got It + myStory Idea Leveled Readers: Ben Franklin	H.5.7.2	Describe the significance of specific individuals and events in early United States history
	H.5.7.6	Describe specific ideas and decisions that had an impact on the history of early United States history
	C.5.1.2	Trace the origins of the American Constitutional Government.

<p style="text-align: center;">Week 4 <u>Chapter Closer</u> Vocab Review, *myWorld Activity: Perspectives on the Revolution, myStoryBook</p> <p style="text-align: center;">Review/ Assess (Ch. 3: L1 -3) Review the Big Q, Video; Assessment Choices: myStoryBook, *myWorld Activity: Perspectives on the Revolution, Chapter Assessment</p>	<p>H.5.7.2, H.5.7.6 Projects, Extension activities, Applying local context, Exams</p>	
<p style="text-align: center;">Week 5 Chapter 6: A New Location Chapter Opener: Big Q; myStory Video (1:38); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 6: <u>Lesson 1: Articles of Confederation</u> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	C.5.1.2	Trace the origins of the American Constitutional Government.
<p style="text-align: center;">Week 6 Ch. 6: <u>Lesson 2: Creating the Constitution</u> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p> <p style="text-align: center;">Leveled Readers: Alexander Hamilton</p>	C. 5.1.1	Describe how the powers of government are shared and limited by the Constitution.
	C.5.1.2	Trace the origins of the American Constitutional Government.
	C.5.1.3	Describe the principals of the United States Constitutions and Bill of Rights (self-government, justice, equality, diversity, openness, common good)
<p style="text-align: center;">Week 7 Ch. 6: <u>Lesson 3: The Bill of Rights</u> 1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p> <p>*myWorld Activity: In Your Own Words,</p>	C.5.1.3	Describe the principals of the United States Constitutions and Bill of Rights

<p style="text-align: center;">Week 8 Chapter Closer Vocab Review, *myWorld Activity: In Your Own Words, myStoryBook</p> <p style="text-align: center;">Review/ Assess (Ch. 6: L1 -3) Review the Big Q, Video; Assessment Choices: myStoryBook, *myWorld Activity: In Your Own Words, Chapter Assessment</p>	<p style="text-align: center;">C.5.1.1, C.5.1.2, C.5.1.3 Projects, Extension activities, Applying local context, Exams</p> <p style="text-align: center;">Ch. 6: L 4 is moved to Quarter 4, to allow more time for CNMI context. If time allows in Quarter 3 continue with Ch. 6: L4 and CNMI context.</p>
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<p>Content Area: <i>Social Studies</i></p>	
<p>Grade Level: <i>Grade 5</i></p>	<p>Quarter: <i>4th</i></p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Describe and explain how the Constitutions were formed. • Be able to organize information from the Constitution (United States and CNMI). • Differentiate the roles of the three branches of government. • There were compromises involved in Constitutions to provide for limits in the powers of government through a system of checks and balances. • The U.S./CNMI Constitution guarantees the rights of citizens and the structure of government. Every citizen is equal under the laws of the United States. • The U.S./CNMI Constitution is an enduring document that has been amended over time. • Evaluate the role of the Constitution in individual lives. • The Bill of Rights guarantees individual rights of all citizens. • The Preamble describes the purpose of government as to provide citizens with a fair, safe, and peaceful way of life. • The Constitution in its basic principles protects citizens by ensuring the government doesn't misuse its power, and that all citizens get treated equally. • Understand the economic role of supply and demand, government policies, and the thematic and chronological relationships of past events in the U.S./ CNMI • Categorize supply and demand within market economies. • Supply and demand in a competitive market system affect labor productivity and consumer choices • The government pays for the goods and services it provides through taxing and borrowing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How was the Constitution created? • How is the government organized according to the Constitution? • How are individual rights of citizens guaranteed in the Constitution? • What does the Preamble describe as the purpose for our government? • What are the costs and benefits of growth? • How do supply and demand affect labor productivity and consumer choices? • How does the government pay for the goods and services it provides
<p style="text-align: center;">Pacing Map (by weeks):</p>	<p style="text-align: center;">Standards and Benchmarks: (BOE Approved):</p>

<p style="text-align: center;">Week 1</p> <p>Ch. 6: <u>Lesson 4: Key Concepts of the Constitution</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	<p>C.5.1.3</p>	<p>Describe the principals of the United States and the CNMI Constitutions and Bill of Rights</p>
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">The United States and CNMI Constitutions</p>	<p>C.5.1.3</p>	<p>Describe the principals of the United States and the CNMI Constitutions and Bill of Rights</p>
<p style="text-align: center;">Week 3</p> <p>Chapter 9: Civil War and Reconstruction</p> <p style="text-align: center;">Chapter Opener: Big Q; myStory Video (5:10); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 9: <u>Lesson 1: Struggle Over Slavery</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	<p>H.5.7.1</p>	<p>Describe the elements of historic cause and effect colonial wars and slavery</p>
<p style="text-align: center;">Week 4</p> <p style="text-align: center;">Ch. 9: <u>Lesson 2: The War Begins</u></p> <p>1. Lesson Intro; Envision+ Active Reading; 2. Active Reading + Interactive Key Ideas; 3. Got It + myStory Idea</p>	<p>H.5.7.1</p>	<p>Describe the elements of historic cause and effect colonial wars and slavery</p>
<p style="text-align: center;">Week 5</p> <p style="text-align: center;"><u>Chapter Closer</u></p> <p style="text-align: center;">Vocab Review, *myWorld Activity: Chain of Events, myStoryBook</p> <p style="text-align: center;">Review/ Assess (Ch. 9: L1 -2)</p> <p style="text-align: center;">Review the Big Q, Video; Assessment Choices: myStoryBook, *myWorld Activity: In Your Own Words, Chapter Assessment</p>	<p style="text-align: center;">H.5.7.1</p> <p style="text-align: center;">Projects, Extension activities, Applying local context, Exams</p>	
<p style="text-align: center;">Week 6</p> <p style="text-align: center;">*Teacher Created/ Supplemental Resources Supply & Demand</p>	<p>E. 5.6.1</p>	<p>Explain how supply and demand in a competitive market</p>

For the sake of Remote Learning and half-day schedules, Chapters 7 and 8 repeat previously assessed benchmarks. Move ahead to Chapter 9.

<p style="text-align: center;">+ Productivity & Choice</p> <p>https://www.brainpop.com/math/dataanalysis/supplyanddemand/ https://www.moneyinstructor.com/lesson/supplydemandclass.asp Developing Human Capital: https://www.economicsarkansas.org/for_teachers/lesson-plans-4-5.html Specialization, Trade, & Growth: https://www.educationworld.com/standards/national/soc_sci/economics/k_4.shtml</p>		<p>system affects labor productivity and consumer choices</p>
<p style="text-align: center;">Week 7 *Teacher Created/ Supplemental Resources Taxes Government Bonds</p> <p>Taxes: https://www.usa.gov/taxes-lesson-plan; https://apps.irs.gov/app/understandingTaxes/teacher/ Bonds: https://www.treasurydirect.gov/kids/kids.htm; https://www.econedlink.org/resources/buy-a-bond-james-a-lesson-on-u-s-savings-bonds/ Bonds (corporate): https://www.moneyinstructor.com/wsp/buybond.asp</p>	<p>E. 5.6.2</p>	<p>Describe how the government pays for the goods and services it provides through taxing and borrowing</p>
<p style="text-align: center;">Week 8 Review/ Assess</p>		<p>E.5.6.1, E.5.6.2 Projects, Extension activities, Applying local context, Exams</p>