



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 4	Grade: 3rd	YEAR: 2019-2020
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Language Arts			
Date	Standard	Assessment	Additional Info.
3/11 - 3/15	<p>ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1-3 above.)</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	Various prompts on PEG writing, will be assessed.	Students will practice constructed responses and essay questions on the PEG writing program. Students will develop typing skills practicing typing club and typing responses on PEG writing.
3/18 - 3/22	<p>ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1-3 above.)</p>	Various prompts on PEG writing, will be assessed.	Students will practice constructed responses and essay questions on the PEG writing program. Students will develop typing skills practicing typing club and typing responses on PEG writing.

	ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.		
3/25 - 3/29	ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.	Various prompts on PEG writing, will be assessed.	Students will practice constructed responses and essay questions on the PEG writing program. Students will develop typing skills practicing typing club and typing responses on PEG writing.
4/1 - 4/5	SPRING BREAK		
4/8 - 4/12	ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Various prompts on PEG writing, will be assessed.	Students will practice constructed responses and essay questions on the PEG writing program. Students will develop typing skills practicing typing club and typing responses on PEG writing.
4/15 - 4/19	ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Various prompts on PEG writing, will be assessed.	Students will practice constructed responses and essay questions on the PEG writing program. Students will develop typing skills practicing typing club and typing responses on PEG writing.
4/22 - 4/26	<u>CCSS.ELA-Literacy.W.3.3</u> : Write narratives with effective technique	Fairy Tales Rubric (Lucy Calkins)	Students will write 2 fairy tale pieces over the quarter. Students will flip familiar fairy tales by taking the perspective of a different character. For example, students may rewrite

	<p>CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence</p> <p>CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience</p> <p>CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order.</p> <p>CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure.</p> <p>CCSS.ELA-Literacy.L.3.1: Parts of speech</p> <p>CCSS.ELA-Literacy.L.3.2: Conventions</p>	Weekly Grammar assessment	<p>the story of Cinderella from the perspective of the evil stepmother instead of Cinderella.</p> <p>Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p>
4/29 - 5/3	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence</p> <p>CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience</p> <p>CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order.</p> <p>CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure.</p> <p>CCSS.ELA-Literacy.L.3.1: Parts of speech</p> <p>CCSS.ELA-Literacy.L.3.2: Conventions</p>	<p>Fairy Tales Rubric (Lucy Calkins)</p> <p>Weekly Grammar assessment</p>	<p>Students will write 2 fairy tale pieces over the quarter. Students will flip familiar fairy tales by taking the perspective of a different character. For example, students may rewrite the story of Cinderella from the perspective of the evil stepmother instead of Cinderella.</p> <p>Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p>
5/6 - 5/10	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence</p> <p>CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience</p> <p>CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order.</p> <p>CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure.</p> <p>CCSS.ELA-Literacy.L.3.1: Parts of speech</p> <p>CCSS.ELA-Literacy.L.3.2: Conventions</p>	<p>Fairy Tales Rubric (Lucy Calkins)</p> <p>Weekly Grammar assessment</p>	<p>Students will write 2 fairy tale pieces over the quarter. Students will flip familiar fairy tales by taking the perspective of a different character. For example, students may rewrite the story of Cinderella from the perspective of the evil stepmother instead of Cinderella.</p> <p>Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p>

<p>5/13 - 5/17</p>	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order. CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure. CCSS.ELA-Literacy.L.3.1: Parts of speech CCSS.ELA-Literacy.L.3.2: Conventions</p>	<p>Fairy Tales Rubric (Lucy Calkins) Weekly Grammar assessment</p>	<p>Students will write 2 fairy tale pieces over the quarter. Students will flip familiar fairy tales by taking the perspective of a different character. For example, students may rewrite the story of Cinderella from the perspective of the evil stepmother instead of Cinderella.</p> <p>Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p>
<p>5/20 - 5/24</p>	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique CCSS.ELA-Literacy.W.3.3.a: Establish situation with characters, organized in a natural sequence CCSS.ELA-Literacy.W.3.3.b: Use dialogue to develop character experience CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order. CCSS.ELA-Literacy.W.3.3.d: Provide a sense of closure. CCSS.ELA-Literacy.L.3.1: Parts of speech CCSS.ELA-Literacy.L.3.2: Conventions</p>	<p>Fairy Tales Rubric (Lucy Calkins) Weekly Grammar assessment</p>	<p>Students will write 2 fairy tale pieces over the quarter. Students will flip familiar fairy tales by taking the perspective of a different character. For example, students may rewrite the story of Cinderella from the perspective of the evil stepmother instead of Cinderella.</p> <p>Students will receive 15 minutes of grammar instruction per day. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p>

Reading			
Date	Standard	Assessment	Additional Info.
3/11 - 3/15	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ● CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Vocabulary quizzes</p>	<p>For whole group instruction, we will use vocabulary in context short texts as well as digital texts on Readworks.org.</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
3/18 - 3/22	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ● CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Vocabulary quizzes</p>	<p>For whole group instruction, we will use vocabulary in context short texts as well as digital texts on Readworks.org.</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
3/25 - 3/29	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 	<p>Guided reading notes, responding to questions during whole group instruction</p>	<p>For whole group instruction, we will use vocabulary in context short texts as well as digital texts on Readworks.org.</p> <p>Students will receive small-group reading instruction</p>

	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text. 	<p>Fountas & Pinnell Guided Reading assessment</p> <p>Vocabulary quizzes</p>	<p>(“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
4/1 - 4/5	SPRING BREAK		
4/8 - 4/12	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ● CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Vocabulary quizzes</p>	<p>For whole group instruction, we will use vocabulary in context short texts as well as digital texts on Readworks.org.</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
4/15 - 4/19	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ● CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text. 	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Vocabulary quizzes</p>	<p>For whole group instruction, we will use vocabulary in context short texts as well as digital texts on Readworks.org.</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>
4/22 - 4/26	CCSS.ELA-Literacy.RL.3.9 : Compare and contrast multiple texts	<p>Guided reading notes, responding to questions during whole group</p>	<p>Junior Great Books & Reading Conferences will also be used, depending on the student’s reading level.</p>

		<p>instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	
4/29 - 5/3/18	CCSS.ELA-Literacy.RL.3.9 : Compare and contrast multiple texts	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	Junior Great Books & Reading Conferences will also be used, depending on the student's reading level.
5/6 - 5/10	CCSS.ELA-Literacy.RL.3.9 : Compare and contrast multiple texts	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	Junior Great Books & Reading Conferences will also be used, depending on the student's reading level.
5/13 - 5/17	CCSS.ELA-Literacy.RL.3.9 : Compare and contrast multiple texts	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	Junior Great Books & Reading Conferences will also be used, depending on the student's reading level.
5/20 - 5/24	CCSS.ELA-Literacy.RL.3.9 : Compare and contrast multiple texts	<p>Guided reading notes, responding to</p>	Junior Great Books & Reading Conferences will also be used, depending on the student's reading level.

		questions during whole group instruction Fountas & Pinnell Guided Reading assessment	
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Math			
Date	Standard	Assessment	Additional Info.
3/11 - 3/15	<p>MCC3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs</p> <p>MCC3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets 	
3/18 - 3/22	<p>MCC3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs</p> <p>MCC3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets • End of unit assessment 	
3/25 - 3/29	<p>MCC3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters</p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets 	
4/1 - 4/5	SPRING BREAK		
4/8 - 4/12	<p>MCC3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side</p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets 	

	lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters		
4/15 - 4/19	<p>MCC3.MD.7 Relate area to the operations of multiplication and addition</p> <p>MCC3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters</p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets • Mid-Module Assessment 	
4/22 - 4/26	<p>MCC3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.</p> <p>MCC3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p>	<ul style="list-style-type: none"> • Bi-weekly exit tickets • End-of-Module Assessment 	
4/29 - 5/3	Milestones Review		
5/6 - 5/10	Milestones		
5/13 - 5/17	Review of 3rd Grade and Preview of 4th Grade		
5/20 - 5/24	Review of 3rd Grade and Preview of 4th Grade		

Science			
Date	Standard	Assessment	Additional Info.
3/11 - 3/15	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ol style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
3/18 - 3/22	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ol style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
3/25 - 3/29	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ol style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
4/1 - 4/5	SPRING BREAK		
4/8 - 4/12	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ol style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. 	Exit Tickets, Projects, and Summative Assessment	

	<p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 		
4/15 - 4/19	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
4/22 - 4/26	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
4/29 - 5/3	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
5/6 - 5/10	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p>	Exit Tickets, Projects, and Summative Assessment	

	<ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 		
5/13 - 5/17	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ul style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	
5/20 - 5/24	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <ul style="list-style-type: none"> a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials 	Exit Tickets, Projects, and Summative Assessment	

Social Studies			
Date	Standard	Assessment	Additional Info.
3/11 - 3/15	<p>SS3E1 The student will describe the four types of productive resources:</p> <ul style="list-style-type: none"> a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services) <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.
3/18 - 3/22	<p>SS3E1 The student will describe the four types of productive resources:</p> <ul style="list-style-type: none"> a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services) <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.
3/25 - 3/29	<p>SS3E1 The student will describe the four types of productive resources:</p> <ul style="list-style-type: none"> a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services) 	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.

	<p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>		
4/1 - 4/5	SPRING BREAK		
4/8 - 4/12	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.
4/15 - 4/19	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.
4/22 - 4/26	<p>SS3E1 The student will describe the four types of productive resources:</p>	Interactive Notebook responses, daily classwork, candy company project, Unit	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will

	<p>a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Test	work on their group project to create a profitable candy company.
4/29 - 5/3	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.
5/6 - 5/10	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	Interactive Notebook responses, daily classwork, candy company project, Unit Test	Students will have 3 weeks of Social Studies in 4 th quarter. During this time, students will work on their group project to create a profitable candy company.

<p>5/13 - 5/17</p>	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	<p>Interactive Notebook responses, daily classwork, candy company project, Unit Test</p>	<p>Students will have 3 weeks of Social Studies in 4th quarter. During this time, students will work on their group project to create a profitable candy company.</p>
<p>5/20 - 5/24</p>	<p>SS3E1 The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>	<p>Interactive Notebook responses, daily classwork, candy company project, Unit Test</p>	<p>Students will have 3 weeks of Social Studies in 4th quarter. During this time, students will work on their group project to create a profitable candy company.</p>