

## Boonton School District

<b>Course Title:</b>	Social Studies	<b>Grade Level(s):</b>	3		
<b>Curriculum Area / Level:</b>	Social Studies /Grade 3	<b>Credits:</b>			
<b>Course prerequisites and/or co-requisites:</b>					
<b>Course Description:</b>	Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.				
<b>Created by:</b>	Dina Davis	<b>Date:</b>	August 2016	<b>BOE Approval:</b>	9/26/16
<b>District Equity Statement:</b>	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.				

**Division of Umbrella & Mini Units**

<b>Umbrella Unit 1 Topic / Name:</b>  <b>Geography</b>	<b>Mini Unit(s) <i>(Add to the list of mini units as necessary)</i></b>  <b>1A. Our location and our Country's Geography</b>  <b>1B. Our Country's Regions</b>  <b>1C. Natural Resources</b>
<b>Umbrella Unit 2 Topic / Name:</b>  <b>Communities Over Time</b>	<b>Mini Unit(s) <i>(Add to the list of mini units as necessary)</i></b>  <b>2A. The First Communities</b>  <b>2B. Fighting for Freedom</b>  <b>2C. Growth and Change</b>
<b>Umbrella Unit 3 Topic / Name:</b>  <b>Citizens and Government</b>	<b>Mini Unit(s) <i>(Add to the list of mini units as necessary)</i></b>  <b>3A. Rights and Duties of Citizens</b>  <b>3B. State and National Governments</b>  <b>3C. Symbols of Our Nation</b>
<b>Umbrella Unit 4 Topic / Name:</b>  <b>People in Communities and Working in Communities</b>	<b>Mini Unit(s) <i>(Add to the list of mini units as necessary)</i></b>  <b>4A. Our American Heritage</b>  <b>4B. Workers and Consumers</b>

<b>UMBRELLA UNIT 1</b>	
<b>Title:</b>	Geography
<b>Duration:</b>	8 Weeks
<b>Essential Questions:</b>	How does geography, climate, and natural resources affect the way people live, act, and work?
<b>Summative Assessments:</b> (Assessment at the end the learning period)	Quizzes Tests Oral Assessment Homework
<b>Formative Assessments:</b> (Ongoing assessments during the learning period)	Work stations Create maps Poster Partner quiz
<b>Differentiation:</b>	Modifications based on individual needs Ability grouping Adjust expectations of outcomes based on the level of the student
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
8.1.2.A.1 8.1.2.A.3 8.1.2.A.4 8.1.2.C.1	Identify the basic features of a digital device and explain its purpose. Use digital devices to create stories with pictures, numbers, letters and words. Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or

8.1.2.D.1 8.1.2.E.1	countries using various media formats such as online collaborative tools, and social media. Develop an understanding of ownership of print and nonprint information. Use digital tools and online resources to explore a problem or issue.
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

<b>MINI UNIT 1A</b>	
<b>Title:</b>	<b>Our location and our Country's Geography</b>
<b>Duration:</b>	<b>2-3 weeks</b>
<b>Overview:</b>	<b>To use map skills to identify and describe different locations in the United States</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Importance of the study of geography</b>	<b>6.6.A.1</b>
<b>Characteristics of a globe</b>	<b>6.6.A.5</b>
<b>Recognizing locations on a map</b>	<b>6.6.A.4</b>

The difference in landforms in different regions of the country	6.6.C.1
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
To measure the distance of one place to another	6.6.A.2
Identify major cities, countries, continents , bodies of water, and mountain ranges	6.6.A.5
Describe the geography of NJ	6.6.B.3
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Students will estimate distances on a map and determine how their distances can impact their size	6.6.B.4, 6.6.A.3
Use a map and determine how its locations impacts its position in the world or within the country	6.6A.1
<b>Resources Mini Unit 1A:</b>	Communities Around US, US Atlas

<b>MINI UNIT 1B</b>	
<b>Title:</b>	<b>Regions</b>
<b>Duration:</b>	<b>2-3 weeks</b>
<b>Overview:</b>	<b>Divide the US into 5 different regions and examine the characteristics of each region</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Regions of the United States</b>	<b>6.6.A.4</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>To identify the states in each region</b>	<b>6.6.A.1</b>
<b>Locate places using map grids</b>	<b>6.6.A.6</b>
<b>Determine the impact of the economy based on the region</b>	<b>6.5.B.2</b> <b>6.5.B.1</b>
<b>Compare and contrast the landforms in each region</b>	<b>6.6.B.1</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Recognize how a region expanded its population based on its location in the country</b>	<b>6.6.D.2</b>
<b>The expansion of exploration based on the regions of the country</b>	<b>6.6.B.2</b> <b>6.6.D.1</b>
<b>Resources Mini Unit 1B:</b>	Communities Around US, US Atlas

<b>MINI UNIT 1C</b>	
<b>Title:</b>	<b>Natural Resources</b>
<b>Duration:</b>	<b>2-3 weeks</b>
<b>Overview:</b>	<b>To determine what a natural resource is and where they are found</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Different natural resources are found throughout the United States</b>	<b>6.6.C.1</b>
<b>Natural resources have significant impact on the economy of an area</b>	<b>6.5.B.2</b>
<b>Natural resources can impact the growth of an area</b>	<b>6.5.A.4</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>Determine where specific natural resources are found</b>	<b>6.6.B.1</b>
<b>To list the economic impact of natural resources</b>	<b>6.5.B.2</b>
<b>Fill in natural resources on a physical map</b>	<b>6.6.A.1</b>
<b>Using longitude and lateral lines find the locations of important natural resources</b>	<b>6.6.A.6</b>

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Determine how natural resources can shape an entire region of the United States and the world	6.5.A.5
Identify the path of early exploration based on natural resources found in specific locations	6.6.A.3
Resources Mini Unit 1C:	Communities Around US, US Atlas



**UMBRELLA UNIT 2**

<b>UMBRELLA UNIT 2</b>	
<b>Title:</b>	Communities Over Time
<b>Duration:</b>	8 Weeks
<b>Essential Questions:</b>	How was our country's history developed throughout time and places?
<b>Summative Assessments:</b> (Assessment at the end the learning period)	Quizzes Tests Oral Assessment Homework
<b>Formative Assessments:</b> (Ongoing assessments during the learning period)	Work stations brochures Poster Partner quiz
<b>Differentiation:</b>	Modifications based on individual needs Ability grouping Adjust expectations of outcomes based on the level of the student
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>

<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
<b>8.1.5.A.1</b>	<b>Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</b>
<b>8.1.5.A.3</b>	<b>Use a graphic organizer to organize information about a problem or issue.</b>
<b>8.1.5.E.1</b>	<b>Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</b>

<b>MINI UNIT 2A</b>	
<b>Title:</b>	<b>The First Communities</b>
<b>Duration:</b>	<b>2 to 3 weeks</b>
<b>Overview:</b>	<b>To show how change affected Native Americans</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Describe the culture, housing, economy, and other ways of life of Native Americans</b>	<b>6.1.4.C.1, 6.1.4.D.10 6.1.4.D.13</b>
<b>Identify reasons for exploration</b>	<b>6.1.4.B.4 6.1.4.D.2</b>
<b>Describe the interactions between Native Americans and Settlers</b>	<b>6.1.4.D.1</b>

<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>Compare and contrast Native American tribes</b>	<b>6.1.4.D.1</b>
<b>List the traits of Native American groups</b>	<b>6.1.4.B.1</b>
<b>Determine how history is interpreted by people differently</b>	<b>6.1.4.D.16 6.1.4.D.19</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Show the role the Native Americans had in shaping American history</b>	<b>6.1.4.B.5</b>
<b>Use point of view to show the views of Native Americans and colonists</b>	<b>6.1.4.D.1 6.1.4.D.20</b>
<b>Resources Mini Unit 2A:</b>	Communities Around Us, SS Our Communities

<b>MINI UNIT 2B</b>	
<b>Title:</b>	<b>Fighting for Freedom</b>
<b>Duration:</b>	<b>2 to 3 Weeks</b>
<b>Overview:</b>	<b>Colonists shaped the growth of America</b>
<b>Essential Outcomes - Upon completion of this course</b>	<b>Alignment to Standards</b>

<b>students will know (declarative):</b>	
<b>Identify why the colonists fought freedom</b>	<b>6.1.4.D.8</b>
<b>Determine how new laws are made</b>	<b>6.1.4.D.13 6.1.4.A.1</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>List major events and people of the Revolutionary War</b>	<b>6.4.B.3</b>
<b>Locate places that contributed to the victories in the Revolutionary War</b>	<b>6.1.4.C.14</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Understand the role of important documents in United States history</b>	<b>6.4.B.4</b>
<b>Describe how Thomas Jefferson and Ben Franklin shaped history in writing the Declaration of Independence</b>	<b>6.1.4.D.6</b>
<b>Resources Mini Unit 2B:</b>	Communities Around Us, SS Our Communities, Magic Tree House Revolutionary War on Wednesday

<b>MINI UNIT 2C</b>	
<b>Title:</b>	<b>Growth and Change</b>
<b>Duration:</b>	<b>2 to 3 weeks</b>
<b>Overview:</b>	<b>Changes and discoveries have led to a growing nation</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Describe the changes that have led to the growth of the United States</b>	<b>6.1.4.d.14</b>
<b>Explain how rules and laws protect people's rights</b>	<b>6.1.4.A.2</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>Lists the causes and effects of events in US history</b>	<b>6.1.4..D.4</b>
<b>Explain why some areas are more suited for settlement than others</b>	<b>6.1.4.B.7</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Trace the social and economic growth of the US due to westward expansion</b>	<b>6.1.4.B.6</b>
<b>Examine the american constitution and how amendments were added to protect a changing society</b>	<b>6.1.4.A.3 6.1.4.A.9 6.1.4.D.5</b>
<b>Resources Mini Unit 2C:</b>	<b>Communities Around Us, SS Our Communities, Joshua's Journey, My America</b>

**UMBRELLA UNIT 3**

<b>UMBRELLA UNIT 3</b>	
<b>Title:</b>	Citizens and Government
<b>Duration:</b>	8 Weeks
<b>Essential Questions:</b>	How can citizens work together and create a governing body? How do laws affect our people? How are laws created?
<b>Summative Assessments:</b> (Assessment at the end the learning period)	Quizzes Tests Oral Assessment Homework
<b>Formative Assessments:</b> (Ongoing assessments during the learning period)	Work stations brochures Poster Partner quiz
<b>Differentiation:</b>	Modifications based on individual needs Ability grouping Adjust expectations of outcomes based on the level of the student
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
8.1.2.A.1 8.1.2.A.3	Identify the basic features of a digital device and explain its purpose. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.2.A.4	<p>Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>Develop an understanding of ownership of print and nonprint information.</p> <p>Use digital tools and online resources to explore a problem or issue.</p>
8.1.2.C.1	
8.1.2.D.1	
8.1.2.E.1	
<b>21ST CENTURY LIFE AND CAREER (STANDARD 9)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
9.1.4.A.1	<p>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
9.1.4.F.2	
9.1.4.G.1	
9.2.4.A.1	
9.2.4.A.3	

<b>MINI UNIT 3A</b>	
<b>Title:</b>	<b>Rights and Duties of Citizens</b>
<b>Duration:</b>	<b>2 to 3 weeks</b>
<b>Overview:</b>	<b>To understand the importance of government</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Understand basic rights of citizens</b>	<b>6.1.4.A.7</b>

Identify the responsibilities of citizens	6.1.4.A.8
Describe everyday heroes in a community	6.1.4.A.3
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
Define and recite the importance of the Bill of Rights	6.1.4.D.5
Explain the voting process	6.1.4.A.7
Compare and contrast responsibilities at home, school, and their community	6.1.4.A.1
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
Apply the concept of common good and how people work for the common good to their own lives	6.1.4.A.11
Report how to be a good citizen on a personal and civic level	6.1.4.A.2
<b>Resources Mini Unit 3A:</b>	Communities Around Us, SS Our Communities



<b>MINI UNIT 3B</b>	
<b>Title:</b>	<b>State and National Governments</b>
<b>Duration:</b>	<b>2 to 3 weeks</b>
<b>Overview:</b>	<b>Recognize how our government works on a state and national level</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Identify the three levels of government</b>	<b>6.1.4.A.5</b>
<b>Describe how the three branches of government work</b>	<b>6.1.4.A.5</b>
<b>Explain the basic types, purposes, and structures of city and county governments</b>	<b>6.1.4.A.8</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>List government services</b>	<b>6.1.4.A.8</b>
<b>Relate the purpose of the government as listed in the Preamble to the US Constitution</b>	<b>6.1.4.A.4</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Students will determine the purpose of laws and how they protects people, and provide a government</b>	<b>6.1.4.A.4</b>

service	
Explain how the Constitution fosters self-government in a democracy	6.1.4.A.7
<b>Resources Mini Unit 3B:</b>	Communities Around Us, SS Our Communities, World Atlas

<b>MINI UNIT 3C</b>	
<b>Title:</b>	<b>Symbols of Our Nation</b>
<b>Duration:</b>	<b>2 to 3 weeks</b>
<b>Overview:</b>	<b>Describe how symbols , memorials, and monuments honor the US</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
Identify various monuments and memorials and what they symbolize	6.1.4.D.17
Explain how certain documents symbolize our nation	6.1.4.A.2
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
List key symbols in American history and historical figures	6.1.4.D.17 6.1.4.D.12
Recognize Washington DC as a key place in our	6.1.4.D.17

<b>country's history</b>	
<b>Recite the national anthem and pledge and relate to a sign of patriotism</b>	<b>6.1.4.D.18</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Relate the importance of symbols and how they are associated with values of the US</b>	<b>6.1.4.D.17</b>
<b>Resources Mini Unit 3C:</b>	Communities Around Us, SS Our Communities, World Atlas

**UMBRELLA UNIT 4**

<b>UMBRELLA UNIT 4</b>	
<b>Title:</b>	People in Communities and Working Together
<b>Duration:</b>	8 weeks
<b>Essential Questions:</b>	What makes up our American heritage? How do people express their culture? What are holidays and traditions that people celebrate?
<b>Summative Assessments:</b> (Assessment at the end the learning period)	Quizzes Tests Oral Assessment Homework
<b>Formative Assessments:</b> (Ongoing assessments during the learning period)	Work stations brochures Poster Partner quiz
<b>Differentiation:</b>	Modifications based on individual needs Ability grouping Adjust expectations of outcomes based on the level of the student
<b>TECHNOLOGY STANDARD (STANDARD 8)</b>	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
8.1.2.A.1 8.1.2.A.3	Identify the basic features of a digital device and explain its purpose. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.2.A.4	<p>Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>Develop an understanding of ownership of print and nonprint information.</p> <p>Use digital tools and online resources to explore a problem or issue.</p>
8.1.2.C.1	
8.1.2.D.1	
8.1.2.E.1	
<b>CPI #</b>	<b>CUMULATIVE PROGRESS INDICATOR (CPI)</b>
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

<b>MINI UNIT 4A</b>	
<b>Title:</b>	<b>Our American Heritage</b>
<b>Duration:</b>	<b>4 weeks</b>
<b>Overview:</b>	<b>Determine how our traditions originated</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Identify American Landmarks</b>	<b>6.1.4.D.5 6.1.4.D.17</b>

<b>Recognize literature, art, music, dance, architecture and religion as expressions of culture</b>	<b>6.1.4.D.14</b>
<b>Understand that legends are fiction that contain some facts</b>	<b>6.1.4.D.12</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>Compare and contrast the many ways people express their culture</b>	<b>6.1.4.D.14</b>
<b>Distinguish fact from fiction and creating change</b>	<b>6.1.4.A.12</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Explain the significance of national holidays and how they represent the people of the United States</b>	<b>6.1.4.A.15</b>
<b>Resources Mini Unit 4A:</b>	Communities Around Us, SS Our Communities

<b>MINI UNIT 4B</b>	
<b>Title:</b>	<b>Workers and Consumers</b>
<b>Duration:</b>	<b>4 weeks</b>
<b>Overview:</b>	<b>How do people in a community depend on one another?</b>
<b>Essential Outcomes - Upon completion of this course students will know (declarative):</b>	<b>Alignment to Standards</b>
<b>Identify consumers and producers and understand that they are dependent on one another</b>	<b>6.1.4.C.3</b>
<b>Understand the importance of entrepreneurship</b>	<b>6.1.4.C.13</b>
<b>Identify the three types of resources used in a business</b>	<b>6.1.4.C.8</b>
<b>Essential Outcomes - Upon completion of this course students will be able to (procedural):</b>	<b>Alignment to Standards</b>
<b>Compare and contrast how resources affects people across the world differently</b>	<b>6.1.4.C.9</b>
<b>Explain the role of money, savings, debt, and investment in the lives of Americans</b>	<b>6.1.4.C.10</b>
<b>Essential Outcomes - Upon completion of this course students will understand (conceptual):</b>	<b>Alignment to Standards</b>
<b>Explore the world of work and how it creates a strong economy</b>	<b>6.1.4.C.6</b>
<b>Recognize the economic growth of an economy is based on ideas and inventions</b>	<b>6.1.4.C.12</b>

**Resources Mini Unit 4B:**

Communities Around Us, SS Our Communities

Board of Education Adoption Date: 09/26/2016