

Managed Curriculum



Third Grade Social Studies

2011-2012 School Year



John White, RSD Superintendent



Geography—31% of the iLEAP
 Civics—15% of the iLEAP
 Economics—31 % of the iLEAP
 History (LA, US, & World)—23% of the iLEAP

The 2011-2012 Managed Curriculum

***Note: Objectives and Vocabulary words that are critical are in bold and italicized. Also, the Managed Curriculum should be used in conjunction with the Assessment Guide and the Academic Learning Plan.**

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
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| | | <p>Establishing Effective Management Practices</p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> • Pretest of GLEs (using Pre-Assessment from Harcourt series) • Culture Building – Establishing Routines Class Procedures Student Expectations • Student Friendly GLEs – Posted in Student Binders (Check List) and Class Poster • Goal Setting - Prescriptive Planning • Set Up Student Portfolios – Students' Work to include: <ul style="list-style-type: none"> ○ Writing Samples, ○ Student Projects ○ Assessments: Formative and Summative ○ GLE Accountabilities: Graphic organizers and other evidence | <p>Use games to enforce Vocabulary words such as:</p> <p>“Jeopardy”</p> <p>“Are you smarter than a 5th grader?”</p> <p>“Wheel of Fortune”</p> <p>See images on desktop.</p> | <p>Teacher Note: Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p>Suggested Resources:</p> <p>“Champs” “Harry Wong: First Days of School”</p> |

Unit 1: Louisiana's Geography

4 Weeks

Unit Description:

This unit focuses on basic geographic skills, using various types of maps for a better understanding of Louisiana. The unit will also examine characteristics of urban, suburban, and rural communities.

Guiding Questions

1. Can students understand and describe the characteristics and uses of various maps?
2. Can students use geographic tools to locate major geographic features on a map and compare various areas in Louisiana?
3. Can students describe and compare various community settings in Louisiana?
4. Can students explain patterns of settlement in Louisiana, past and present?
5. Can students describe and compare the physical characteristics of various regions of Louisiana?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
|------------------------|----------|---|---|---|
| 1, 2, 4, 5, 6, 7, 8, 9 | 1 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Describe characteristics and uses of various maps (e.g., physical, political, topographical, population)</i> • <i>Differentiate between a bar, pictograph, and circle graph</i> • <i>Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana</i> • <i>Locate major geographic features of Louisiana on a map</i> • Construct a chart, line graph, or diagram to display geographical information • Sketch a simple map of Louisiana from memory (mental map) • Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) • <i>Describe and compare the physical characteristics of various regions of Louisiana</i> <p><u>Teacher note:</u> Provide students with opportunities to practice using map skills daily (include in centers).</p> | physical/ political, topographical/ population/ product maps, map key / legend, map symbols, map title , distance scale, elevation, political boundary, capital, population density, compass rose , orientation, climate/ weather, precipitation, elevation, bayou, marsh, swamp, gulf/ lake, bayou/ river, delta , tributary, coastal erosion , river course changes, flooding | <p>GLE 1: Text atlas Text, pp. 16-17 Activity Book, 53, 57</p> <p>GLE 2: Text, pp. 16-17 Text, pp. 51, 114-15 Reading & Test Prep Book, pp. 47, 88 Activity Book, pp. 4, 13, 28, 61, 78, 80</p> <p>GLE 4: Activity Book, p. 2, 57, 24, 10-11, 73, Text, pp. 16-17</p> <p>GLE 5: Activity Book, p. 10-11, 20</p> <p>GLE 8: Text, pp. 128-9 & Activity Book, p. 32</p> |

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| | | | | <p><u>GLE 9:</u> Activity Book, pp. 33</p> <p>www.doa.louisiana.gov/images/p_arishoutline.gif</p> <p>LCC Activity 1, 2, (GLE 1); 1 (GLE 2); 2, 3 (GLE 4); 2 (GLE 5, 7); 4, 5, 6 (GLE 6); 3 (GLE 8); 2, 4, 5, 6 (GLE 9)</p> |
| 1, 2, 4, 5, 6, 7, 8, 9 | 1 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Describe characteristics and uses of various maps (e.g., physical, political, topographical, population)</i> • <i>Differentiate between a bar, pictograph, and circle graph</i> • <i>Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana</i> • <i>Locate major geographic features of Louisiana on a map</i> • Construct a chart, line graph, or diagram to display geographical information • Sketch a simple map of Louisiana from memory (mental map) • Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) • <i>Describe and compare the physical characteristics of various regions of Louisiana</i> | <p>physical/ political, topographical/ population/ product maps, map <i>key / legend, map symbols, map title, distance scale, elevation, political boundary, capital, population density, compass rose, orientation, climate/ weather, precipitation, elevation, bayou, marsh, swamp, gulf/ lake, bayou/ river, delta, tributary, coastal erosion, river course changes, flooding</i></p> | <p><u>GLE 1:</u> Text atlas Text, pp. 16-17 Activity Book, 53, 57</p> <p><u>GLE 2:</u> Text, pp. 16-17 Text, pp. 51, 114-15 Reading & Test Prep Book, pp. 47, 88 Activity Book, pp. 4, 13, 28, 61, 78, 80</p> <p><u>GLE 4:</u> Activity Book, p. 2, 57, 24, 10-11, 73, Text, pp. 16-17</p> <p><u>GLE 5:</u> Activity Book, p. 10-11, 20</p> <p><u>GLE 8:</u> Text, pp. 128-9 & Activity Book, p. 32</p> <p><u>GLE 9:</u> Activity Book, pp. 33</p> <p>www.doa.louisiana.gov/images/p_arishoutline.gif</p> <p>LCC Activity 1, 2, (GLE 1); 1 (GLE 2); 2, 3 (GLE 4); 2 (GLE 5, 7); 4, 5, 6 (GLE 6); 3 (GLE 8); 2, 4, 5, 6 (GLE 9)</p> |
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| 14, 15, 18, 46, 54 | 1 | <p>Students will:</p> <ul style="list-style-type: none"> • Locate, describe, and compare urban, suburban, and rural communities in Louisiana • Identify and explain patterns of settlement in different time periods in Louisiana • <i>Locate the town, parish, state, and country in which the student lives on a political map</i> • <i>Complete a timeline based on given information</i> • <i>Describe the importance of events and ideas significant to Louisiana’s development</i> <p>Teacher note: Use Timeliner XE (located on desktop).</p> | urban, suburban, rural, British, troops, artillery, infantry, navy, invasion, treaty, <i>Creole, Cajun, reform, employment, depression, government</i> | <p><u>GLE 15:</u> Harcourt Text, pp. 91, 239-40, 249 (settlement)</p> <p><u>GLE: 18</u> Atlas, pp. A8-9</p> <p><u>GLE 46:</u> Harcourt Text, pp. 58-9 (timelines)</p> <p><u>GLE 54:</u> events significant to LA: <u>Louisiana: The History of an American State</u> (8th grade text), pp. 432, 256-7, 242-3, 25283, 259, 262 www.crt.state.la.us/crt/profiles/lafacts.htm</p> <p>LCC Activity 5 (GLE 14); 7, 8 (GLE 15); 2 (GLE 18); 8 (GLE 46, 54)</p> |
| 14, 15, 18, 46, 54 | 1 | <p>Students will:</p> <ul style="list-style-type: none"> • Locate, describe, and compare urban, suburban, and rural communities in Louisiana • Identify and explain patterns of settlement in different time periods in Louisiana • <i>Locate the town, parish, state, and country in which the student lives on a political map</i> • <i>Complete a timeline based on given information</i> • <i>Describe the importance of events and ideas significant to Louisiana’s development</i> | urban, suburban, rural, British, troops, artillery, infantry, navy, invasion, treaty, <i>Creole, Cajun, reform, employment, depression, government</i> | <p><u>GLE 15:</u> Harcourt Text, pp. 91, 239-40, 249 (settlement)</p> <p><u>GLE: 18</u> Atlas, pp. A8-9</p> <p><u>GLE 46:</u> Harcourt Text, pp. 58-9 (timelines)</p> <p><u>GLE 54:</u> events significant to LA: <u>Louisiana: The History of an American State</u> (8th grade text), pp. 432, 256-7, 242-3, 25283, 259, 262 www.crt.state.la.us/crt/profiles/lafacts.htm</p> <p>LCC Activity 5 (GLE 14); 7, 8 (GLE 15); 2 (GLE 18); 8 (GLE 46, 54)</p> |
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Teacher Reflection on Content Mastery

Can students

- understand and describe the characteristics and uses of various maps?
- use geographic tools to locate major geographic features on a map and compare various areas in Louisiana?
- describe and compare various community settings in Louisiana?
- explain patterns of settlement in Louisiana, past and present?
- describe and compare the physical characteristics of various regions of Louisiana?

Unit 2: Changes in Louisiana’s Landscape over Time
5 Weeks

Unit Description:

This unit focuses on the changes in the geography of Louisiana over time. This unit will also compare places in Louisiana that have contrasting features.

Guiding Questions:

1. Can students describe the human characteristics of places in Louisiana?
2. Can students explain how people and the physical environment have changed over time in Louisiana?
3. Can students describe ways in which people in Louisiana have modified the physical environment over time to meet basic needs?
4. Can students name examples of physical processes affecting Louisiana?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
|------|----------|--|----------------------------------|--|
| 4, 6 | 2 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana</i> • <i>Construct a chart, line graph, or diagram to display geographical information</i> <p><u>Teacher note:</u> Allow students to use compass rose/cardinal direction in classroom to locate items. This will help students apply map skills.</p> | <i>compass rose, orientation</i> | <p><u>GLE 4:</u> Text, pp. 16-17 Activity Book, p. 24 www.doa.louisiana.gov/images/p_arishoutline.gif</p> <p><u>GLE 6:</u> Text, pp. 268, 350 (charts, graphs)</p> <p>LCC Activity 1 (GLE 4); 2, 4 (GLE 6)</p> |
| 4, 6 | 2 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana</i> • <i>Construct a chart, line graph, or diagram to display geographical information</i> <p><u>Teacher note:</u> Allow students to use compass rose/cardinal direction in classroom to locate items. This will help students apply map skills.</p> | <i>compass rose, orientation</i> | <p><u>GLE 4:</u> Text, pp. 16-17 Activity Book, p. 24 www.doa.louisiana.gov/images/p_arishoutline.gif</p> <p><u>GLE 6:</u> Text, pp. 268, 350 (charts, graphs)</p> <p>LCC Activity 1 (GLE 4); 2, 4 (GLE 6)</p> |
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| 9, 10, 11, 12 | 2 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Describe and compare the physical characteristics of various regions of Louisiana</i> • <i>Identify and describe the human characteristics of places in Louisiana</i> • Describe how people and the physical environment have changed over time in Louisiana based on given information • <i>Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture)</i> | language, lifestyle, culture , timber, uplands, swamp, flood zone, tropical vegetation | <p><u>GLE 9:</u> Text, pp. 108-41 (map)</p> <p><u>GLE 10:</u> Text, pp. 91-4, 108-41 (map)</p> <p><u>GLE 11 & 12:</u> Text, pp. 130-137 (map)</p> <p>www.crt.state.la.us/crt/profiles/people.htm</p> <p>http://homeschooling.about.com/library/blplace.htm?terms=this+place</p> <p>LCC Activity 4 (GLE 9); 6, 8 (GLE 10); 3, 4 (GLE 11); 5 (GLE 12)</p> |
| 9, 10, 11, 12 | 2 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Describe and compare the physical characteristics of various regions of Louisiana</i> • <i>Identify and describe the human characteristics of places in Louisiana</i> • Describe how people and the physical environment have changed over time in Louisiana based on given information • <i>Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture)</i> | language, lifestyle, culture , timber, uplands, swamp, flood zone, tropical vegetation | <p><u>GLE 9:</u> Text, pp. 108-41 (map)</p> <p><u>GLE 10:</u> Text, pp. 91-4, 108-41 (map)</p> <p><u>GLE 11 & 12:</u> Text, pp. 130-137 (map)</p> <p>www.crt.state.la.us/crt/profiles/people.htm</p> <p>http://homeschooling.about.com/library/blplace.htm?terms=this+place</p> <p>LCC Activity 4 (GLE 9); 6, 8 (GLE 10); 3, 4 (GLE 11); 5 (GLE 12)</p> |
| 13, 19 | 2 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes)</i> • Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) | <i>coastal erosion, river course changes, flooding, wetlands, land fill</i> , piling, shoring, soil subsidence | <p><u>GLE 13:</u> Text, pp. 108-19</p> <p><u>GLE 19:</u> Text, pp. 100-2, 116-121</p> <p>LCC Activity 2, 4 (GLE 13); 3, 7, 8 (GLE 19)</p> |

Teacher Reflection on Content Mastery

Can students

- describe the human characteristics of places in Louisiana?
- explain how people and the physical environment have changed over time in Louisiana?
- describe ways in which people in Louisiana have modified the physical environment over time to meet basic needs?
- name examples of physical processes affecting Louisiana?

Unit 3: Louisiana's History and People
3 Weeks

Unit Description:

This unit examines the settlement patterns in Louisiana during different time periods. Role models of responsible citizenship in the past and present will be examined. This unit will also focus on local landmarks.

Guiding Questions:

1. Can students explain patterns of settlements in Louisiana across time?
2. Can students explain why people settled in Louisiana and how the physical environment was adapted to meet their needs?
3. Can students identify role models of responsible citizenship in the past and present?
4. Can students compare various cultures and identify the cultural elements that have contributed to Louisiana's heritage?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
|-------------------------------|----------|--|--|---|
| 3, 16, 20, 29, 46, 47, 48, 49 | 3 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Interpret a graph, chart, and diagram</i> • <i>Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana</i> • Explain how humans have adapted to the physical environment in Louisiana • Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism • <i>Complete a timeline based on given information</i> • <i>Use information in a map, table, or graph to describe the past</i> • <i>Identify primary and secondary sources</i> • Identify ways different cultures record their histories | adaptation, livelihood, environment, abundant, <i>tribal conference</i> , couchon de lait, <i>Mardi Gras</i> , jazz funeral, second line, honesty, courage, patriotism, social responsibility, represent, quality, <i>primary / secondary source</i> ; autobiography / biographies, address, document, diary, almanac, encyclopedia, reference | <p><u>GLE 3:</u> Text, pp. 64, 112, 192, 309, 208, 134, 208, 292, 322, 349 &</p> <p><u>GLE 16:</u> Text, pp. 286-91, 309, 208, http://www.snowhawk.com/cultures.html#la (LA customs)</p> <p><u>GLE 20:</u> Text, pp. 90-101, 112 Activity Book, p. 21 (adaptation)</p> <p><u>GLE 29:</u> Text, pp. 31, 156, 192 Activity Book, p. 46-50 (good citizens)</p> <p><u>GLE 46:</u> Text, pp. 58-61 (timeline)</p> <p><u>GLE 47:</u> 234 (using maps, graphs)</p> <p><u>GLE 48:</u> Text, pp. 64, 322, 349 & Reading & Test Prep Book, p. 54 (primary and secondary sources)</p> |

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| | | | | LCC Activity 6 (GLE 3); 9 (GLE 16); 1, 3 (GLE 20); 2 (GLE 29); 4, 7 (GLE 46); 3, 4 (GLE 47); 4, 5 (GLE 48, 49) |
| 3, 16, 20, 29, 46, 47, 48, 49 | 3 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Interpret a graph, chart, and diagram</i> • <i>Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana</i> • Explain how humans have adapted to the physical environment in Louisiana • Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism • <i>Complete a timeline based on given information</i> • <i>Use information in a map, table, or graph to describe the past</i> • <i>Identify primary and secondary sources</i> • Identify ways different cultures record their histories <p>Teacher Note: Use current events to describe cultural celebrations.</p> | <p>adaptation, livelihood, environment, abundant, <i>tribal conference</i>, couchon de lait, <i>Mardi Gras</i>, <i>jazz funeral</i>, <i>second line</i>, honesty, courage, patriotism, social responsibility, represent, quality, <i>primary / secondary source</i>; autobiography / biographies, address, document, diary, almanac, encyclopedia, reference</p> | <p>GLE 3: Text, pp. 64, 112, 192, 309, 208, 134, 208, 292, 322, 349 &</p> <p>GLE 16: Text, pp. 286-91, 309, 208, http://www.snowhawk.com/cultures.html#la (LA customs)</p> <p>GLE 20: Text, pp. 90-101, 112 Activity Book, p. 21 (adaptation)</p> <p>GLE 29: Text, pp. 31, 156, 192 Activity Book, p. 46-50 (good citizens)</p> <p>GLE 46: Text, pp. 58-61 (timeline)</p> <p>GLE 47: 234 (using maps, graphs)</p> <p>GLE 48: Text, pp. 64, 322, 349 & Reading & Test Prep Book, p. 54 (primary and secondary sources)</p> <p>LCC Activity 6 (GLE 3); 9 (GLE 16); 1, 3 (GLE 20); 2 (GLE 29); 4, 7 (GLE 46); 3, 4 (GLE 47); 4, 5 (GLE 48, 49)</p> |
| 50 to 59 | 3 | <p>Students will:</p> <ul style="list-style-type: none"> • Describe family life at a given time in history and compare it with present-day family life • Describe changes in community life, comparing a given time in history to the present • <i>Identify and describe early settlers in Louisiana</i> | <p>communication, technology, <i>compare</i>, similar, instant, settlement, original, sacred, pirogue, <i>harvest</i>, <i>ethnic group</i>, colonization,</p> | <p>GLE 50 & 51: Harcourt Text, pp. 49, 63, 173</p> <p>GLE 55: Harcourt Text, pp. 199</p> <p>GLE 56: Harcourt Text, pp. 274-75, 230,</p> |

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| | | <ul style="list-style-type: none"> • Identify people and their influence in the early development of Louisiana • Describe the importance of events and ideas significant to Louisiana’s development • Identify and describe the significance of various state and national landmarks and symbols • <i>Identify the causes and effects of the major historical migrations to Louisiana</i> • <i>Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking)</i> • <i>Describe aspects of family life, structures, and roles in cultures other than the United States</i> • Explain how technology has changed present-day family and community life in Louisiana | reconstruction, claim, territory, monarchy, conflict, colony, commerce, navigation, privateer, troops, artillery, infantry, navy, invasion, treaty, <i>Creole, Cajun, reform, employment, depression, jazz, government, jambalaya, beignets, zydeco, mufalettas, symbol, represent</i> | <p><u>GLE 57:</u> Harcourt Text, pp. 286-91 Activity Book, p. 66 <u>Louisiana: The History of an American State</u>, pp.5-29 www.crt.state.la.us/crt/tourism/music/musictr.htm</p> <p>http://gov.louisiana.gov/kids.asp http://www.evergreen.edu/library/govdocs/symbols.html</p> <p><u>GLE 58:</u> Harcourt Text, pp.230, 24</p> <p><u>GLE 59:</u> Harcourt Text, pp. 91-2, 100, 333 pp. 239-41</p> <p>Louisiana: A History (8th grd text), p. 148-9; pp. 432, 256-7, 242-3, 25283, 259, 262 http://en.wikipedia.org/wiki/History_of_Louisiana#French_exploration_and_colonization_.281528-1756.29 & http://lsm.crt.state.la.us/education/people.htm http://www.crt.state.la.us/archaeology/expeditions/overview2nancy.htm</p> <p>LCC Activity 4, 8 (GLE 50); 4, 6 (GLE 51); 1 (GLE 52, 53); 7 (GLE 54, 56); 9, 10 (GLE 55); 6 (GLE 57); 8 (GLE 58); 9 (GLE 59)</p> |
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Teacher Reflection on Content Mastery

Can students

- explain patterns of settlements in Louisiana across time?
- explain why people settled in Louisiana and how the physical environment was adapted to meet their needs?
- identify role models of responsible citizenship in the past and present?
- compare various cultures and identify the cultural elements that have contributed to Louisiana’s heritage?

Unit 4: Louisiana’s Leaders

6 Weeks

Unit Description:

This unit focuses on the responsibilities of state government, the state’s laws, and the roles of key government officials. The unit also explores government elections and the characteristics of good leaders and citizens.

Guiding Questions:

1. Can students describe the major responsibilities of state government and key government positions?
2. Can students identify individuals responsible for making and enforcing state laws?
3. Can students distinguish between rules and laws?
4. Can students identify the qualities of a good citizen?
5. Can students identify services provided by the state government?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
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| 22 to 25 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify state laws, and the persons responsible for making and enforcing them</i> • <i>Identify the necessity of state government and how it helps meet the basic needs of society</i> • <i>Describe major responsibilities of state government</i> • <i>Identify key government positions at the state level, their powers, and limits on their powers</i> <p>Teacher Note: Use Kids Inspiration (concept mapping) or www.graphicorganizers.com to teach governmental responsibilities.</p> | <p><i>legislation, legislature, establish, senators, governor, lieutenant gov., attorney general, state, compare representatives, secretary of state, state treasurer, courts, justice, public welfare, maintain</i></p> | <p><u>GLE 22:</u> Text, pp. 28-30, 152-165, Activity Book pp. 37 Text, pp.152-165</p> <p><u>GLE 23:</u> Text, pp. 28-30 Activity Book pp. 41 http://gov.louisiana.gov/kids.asp & http://bensguide.gpo.gov/3-5/index.html</p> <p><u>GLE 25</u> Activity Book pp. 36 Text, pp.152-165</p> <p>LCC Activity 5 (GLE 22); 2 (GLE 23); 4, 9 (GLE 24); 4 (GLE 25)</p> |
| 22 to 25 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify state laws, and the persons responsible for making and enforcing them</i> • <i>Identify the necessity of state government and how it helps meet the basic needs of society</i> • <i>Describe major responsibilities of state government</i> • <i>Identify key government positions at the state level, their powers, and limits on their powers</i> | <p><i>legislation, legislature, establish, senators, governor, lieutenant gov., attorney general, state, compare representatives,</i></p> | <p><u>GLE 22:</u> Text, pp. 28-30, 152-165, Activity Book pp. 37 Text, pp.152-165</p> <p><u>GLE 23:</u> Text, pp. 28-30 Activity Book pp. 41 http://gov.louisiana.gov/kids.asp</p> |

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| | | | <i>secretary of state, state treasurer, courts, justice, public welfare,</i> | <p>& http://bensguide.gpo.gov/3-5/index.html</p> <p><u>GLE 25</u> Activity Book pp. 36 Text, pp.152-165</p> <p>LCC Activity 5 (GLE 22); 2 (GLE 23); 4, 9 (GLE 24); 4 (GLE 25)</p> |
| 26, 27 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Explain how government officials at the state and national levels are elected</i> • <i>Define laws and explain the difference between laws and rules</i> | <i>election, majority, poll, candidate, party, campaign ad</i> | <p><u>GLE 26:</u> Text, pp. 192, 194 (elections)</p> <p><u>GLE 27:</u> Text, pp. 28-30 (rules / laws) Activity Book, p. 6 http://bensguide.gpo.gov/3-5/index.html</p> <p>LCC Activity 10, 11 (GLE 26); 1, 2, 3, 8 (GLE 27)</p> |
| 26, 27 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Explain how government officials at the state and national levels are elected</i> • <i>Define laws and explain the difference between laws and rules</i> | <i>election, majority, poll, candidate, party, campaign ad</i> | <p><u>GLE 26:</u> Text, pp. 192, 194 (elections)</p> <p><u>GLE 27:</u> Text, pp. 28-30 (rules / laws) Activity Book, p. 6 http://bensguide.gpo.gov/3-5/index.html</p> <p>LCC Activity 10, 11 (GLE 26); 1, 2, 3, 8 (GLE 27)</p> |
| 28, 29, 30, 44 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Explain the responsibilities of individuals in making a community and state a better place to live</i> • Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism • Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) • <i>Identify services provided by the state government</i> <p>Teacher Note: Incorporate character building.</p> | <i>conflict, resolve, thoughtful, qualities, characteristic, trait, trustworthy, patriotism, litter, pollution</i> | <p><u>GLE 28:</u> <u>responsibilities:</u> Text, pp. 32, 170, 195, 276, 356</p> <p><u>GLE 29:</u> <u>qualities:</u> http://www.eslteachersboard.com/cgi-bin/articles/index.pl?read=2446</p> |

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| | | | | <p><u>GLE 30:</u> state issue & citizenship: http://www.nhlink.net/links/linksub.php?locind=neighborhoodinfo&category1id=12&linkcategory2id=180</p> <p><u>GLE 44:</u> government services: Text, pp. 172-7</p> <p>LCC Activity 6 (GLE 28); 6, 11 (GLE 29); 7 (GLE 30); 8 (GLE 44)</p> |
| 28, 29, 30, 44 | 4 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Explain the responsibilities of individuals in making a community and state a better place to live</i> • Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism • Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) • <i>Identify services provided by the state government</i> | <p>conflict, resolve, thoughtful, qualities, characteristic, trait, trustworthy, patriotism, litter, pollution</p> | <p><u>GLE 28:</u> responsibilities: Text, pp. 32, 170, 195, 276, 356</p> <p><u>GLE 29:</u> qualities: http://www.eslteachersboard.com/cgi-bin/articles/index.pl?read=2446</p> <p><u>GLE 30:</u> state issue & citizenship: http://www.nhlink.net/links/linksub.php?locind=neighborhoodinfo&category1id=12&linkcategory2id=180</p> <p><u>GLE 44:</u> government services: Text, pp. 172-7</p> |

Unit 5: Louisiana's Riches
13 Weeks

Unit Description:

This unit focuses on the abundance of natural, human, and capital resources found in Louisiana. The rich cultural resources of the state will be recognized as contributing to the well being of the state.

Guiding Questions:

1. Can students identify natural resources in Louisiana and their uses and importance?
2. Can students identify various resources in the production of goods and provision of services?
3. Can students identify goods produced in the local community and Louisiana and how these goods are shipped elsewhere for sale?
4. Can students understand the concepts of scarcity and abundance?
5. Can students compare benefits and costs when making choices?
6. Can students identify the concepts of specialization and interdependence?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
|----------------|----------|--|--|--|
| 17, 21, 23, 28 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • Identify the relationship between geography and economic activities in Louisiana • <i>Identify natural resources in Louisiana and describe their uses and importance</i> • Identify the necessity of state government and how it helps meet the basic needs of society • Explain the responsibilities of individuals in making a community and state a better place to live | <p>revenue-producing resources, salt water incursion, marsh, global warming, erosion, provide, welfare, public safety, recreation</p> | <p><u>GLE 17 and 21:</u> <u>geography, economics, natural resources:</u> Text, pp. 324-9 & Activity Book, p. 72 & www.crt.state.la.us/crt/profiles/economy.htm</p> <p><u>GLE 23</u> <u>government services:</u> Text, pp. 172-7</p> <p><u>GLE 28</u> <u>responsibilities:</u> Text, pp. 32, 170, 195, 276, 356</p> <p>LCC Activity 14 (GLE 17); 12 (GLE 21); 10 (GLE 23); 11 (GLE 28)</p> |
| 17, 21, 23, 28 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • Identify the relationship between geography and economic activities in Louisiana • <i>Identify natural resources in Louisiana and describe their uses and importance</i> • Identify the necessity of state government and how it helps meet the basic needs of society • Explain the responsibilities of individuals in making a community and state a better place to live | <p>revenue-producing resources, salt water incursion, marsh, global warming, erosion, provide, welfare, public safety, recreation</p> | <p><u>GLE 17 and 21:</u> <u>geography, economics, natural resources:</u> Text, pp. 324-9 & Activity Book, p. 72 & www.crt.state.la.us/crt/profiles/economy.htm</p> <p><u>GLE 23</u> <u>government services:</u> Text, pp. 172-7</p> |

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|--------------------|---|--|--|--|
| | | | | <p><u>GLE 28</u> <u>responsibilities:</u> Text, pp. 32, 170, 195, 276, 356</p> <p>LCC Activity 14 (GLE 17); 12 (GLE 21); 10 (GLE 23); 11 (GLE 28)</p> |
| 31, 32, 33, 34, 35 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Define scarcity and abundance and give examples of both for individuals and society</i> • Compare benefits and costs when making choices (e.g., comparative shopping) • Explain reasons why people save money • <i>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice)</i> • <i>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community)</i> <p>Teacher Note: Incorporate opportunity cost in daily activities such as recess vs. studying or watching television vs. studying.</p> | <p>supply, demand, benefits, abundance, scarce, society, <i>economy</i>, <i>money</i> management, budget, expense, <i>producer</i>, <i>consumer</i>, <i>market</i>, demand, rely, dependence</p> | <p><u>GLE 31 and 32:</u> <u>scarcity, abundance, economic choice:</u> Text, pp. 310-12, 356-7 Activity Book, p. 69</p> <p><u>GLE 33</u> <u>savings:</u> Text, pp. 340-3, 346-8, 352-5 Activity Book, p. 81-2, 84</p> <p><u>GLE 34:</u> <u>economic choice:</u> Text, pp. 356-7</p> <p><u>GLE 35:</u> <u>producer / consumer:</u> Text, pp. 310-11, 319 http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> <p>LCC Activity 2 (GLE 31); 9 (GLE 32); 4 (GLE 33, 34); 3 (GLE 35)</p> |
| 31, 32, 33, 34, 35 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Define scarcity and abundance and give examples of both for individuals and society</i> • Compare benefits and costs when making choices (e.g., comparative shopping) • Explain reasons why people save money • <i>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice)</i> • <i>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community)</i> | <p>supply, demand, benefits, abundance, scarce, society, <i>economy</i>, <i>money</i> management, budget, expense, <i>producer</i>, <i>consumer</i>, <i>market</i>, demand, rely, dependence</p> | <p><u>GLE 31 and 32:</u> <u>scarcity, abundance, economic choice:</u> Text, pp. 310-12, 356-7 Activity Book, p. 69</p> <p><u>GLE 33</u> <u>savings:</u> Text, pp. 340-3, 346-8, 352-5 Activity Book, p. 81-2, 84</p> <p><u>GLE 34:</u> <u>economic choice:</u> Text, pp. 356-7</p> <p><u>GLE 35:</u> <u>producer / consumer:</u> Text, pp. 310-11, 319 http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> |

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| | | | | LCC Activity 2 (GLE 31); 9 (GLE 32); 4 (GLE 33, 34); 3 (GLE 35) |
| 36, 37, 38, 39, 40 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify examples of natural, human, and capital resources used to produce goods and services</i> • <i>Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services</i> • Describe the requirements of various jobs and the characteristics of a job well-performed • <i>Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale</i> • <i>Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government)</i> | <p><i>consumer, producer, natural / human / capital resource, career, qualifications, export, import, locally produced, bank, household, trade, loan, deposit, withdrawal, interest, check, account, benefit</i></p> | <p>GLE 36: <u>resources:</u> Text, pp. 325, 91, 93-4, 98-9, 116-17, 125, 324-9 Activity Book, p. 21</p> <p>GLE 37: <u>specialization / division of labor:</u> http://en.wikipedia.org/wiki/Economic_specialization & http://www.econedlink.org/lessons/index.cfm?lesson=EM284&page=teacher</p> <p>GLE 38: <u>requirements of jobs:</u> http://www.bls.gov/oco/home.htm & http://www.acinet.org/acinet/</p> <p>GLE 39: <u>goods and shipping:</u> Text, pp. 324-327, 330-5 & Activity Book, pp. 72-4 & Reading & Test Prep, pp. 88-9</p> <p>GLE 40: <u>economic institutions:</u> Text, pp.. 314-16, 346-8, 231 Activity Book, p. 79</p> <p>LCC Activity 12 (GLE 36); 3, 5 (GLE 37); 3 (GLE 38); 8 (GLE 39); 15 (GLE 40)</p> |
| 41, 42, 43, 45 | 5 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Discuss trade in the local community and explain how trade benefits both parties</i> • <i>Describe the basic principles of supply and demand and how competition can affect prices of goods</i> • <i>Explain the effect of increase/decrease in price upon the consumer and producer</i> • <i>Identify major goods and services produced in Louisiana</i> | <p><i>competition, supply, surplus, shortage, demand, purchasing power, consumer, market, agriculture</i></p> | <p>GLE 41: <u>trade and interdependence:</u> http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> <p>GLE 42: <u>supply & demand:</u> http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm</p> <p>GLE 43: <u>price:</u></p> |

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| | | | | <p>Text, pp. 311, 318 http://www.realtrees4kids.org/ninetwelve/supply.htm http://library.thinkquest.org/3901/</p> <p><u>GLE 45:</u> <u>LA goods & services:</u> Text, pp. 324-9 & Activity Book, p. 72</p> <p>LCC Activity 3 (GLE 41); 7 (GLE 42, 43); 5 (GLE 45)</p> |
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Unit 6: Governments: The State of Louisiana and the United States
2 Weeks

Unit Description:

This unit focuses on the state government and how it provides for the needs of Louisiana’s people. In addition, the unit focuses on student awareness of and the responsibility to improve the state.

Guiding Question:

1. Can students identify the role of state government and how it helps society?
2. Can students explain the responsibilities of individuals in making a community a better place to live?
3. Can students identify how citizens can help solve community problems?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources | |
|----------------|----------------|--|---|--|---|
| 23, 28, 30, 44 | 6 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify the necessity of state government and how it helps meet the basic needs of society</i> • <i>Explain the responsibilities of individuals in making a community and state a better place to live</i> • <i>Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign)</i> • <i>Identify services provided by the state government</i> | <p><i>barter, littering, awareness, civic pride, fees, license, lifestyle, urban blight</i></p> | <p><u>GLE 23 & 44:</u> <u>government services:</u> Text, pp. 172-7</p> <p><u>GLE 28:</u> <u>responsibilities of individuals:</u> Text, pp. 32, 170, 195, 276, 356</p> <p><u>GLE 30:</u> <u>state issue / solve problems:</u> Text, pp. 32-3, 35 & http://www.nhlink.net/links/links_ub.php?locind=neighborhoodinfo&category1id=12&linkcategory2id=180 & http://www.unr.edu/cli/ci603607/final%20thems/Good%20Citizenship.doc</p> <p>LCC Activity 1, 2, 3 (GLE 23); 4, 5 (GLE 28); 5 (GLE 30); 2 (GLE 44)</p> | |
| 29 | 23, 28, 30, 44 | 6 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify the necessity of state government and how it helps meet the basic needs of society</i> • <i>Explain the responsibilities of individuals in making a community and state a better place to live</i> • <i>Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign)</i> | <p><i>barter, littering, awareness, civic pride, fees, license, lifestyle, urban blight</i></p> | <p><u>GLE 23 & 44:</u> <u>government services:</u> Text, pp. 172-7</p> <p><u>GLE 28:</u> <u>responsibilities of individuals:</u> Text, pp. 32, 170, 195, 276, 356</p> |

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| | | | <ul style="list-style-type: none"> • <i>Identify services provided by the state government</i> | <p><u>GLE 30:</u> state issue / solve problems: Text, pp. 32-3, 35 &</p> <p>http://www.nhlink.net/links/linksub.php?locind=neighborhoodinfo&category1id=12&linkcategory2id=180 &</p> <p>http://www.unr.edu/cll/ci603607/final%20thems/Good%20Citizenship.doc</p> <p>LCC Activity 1, 2, 3 (GLE 23); 4, 5 (GLE 28); 5 (GLE 30); 2 (GLE 44)</p> |
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Unit 7: Louisiana's Economy

6 Weeks

Unit Description:

This unit focuses on resources of the local community. This unit also explores money and making choices, small businesses in the local area, and the roles of producers and consumers in Louisiana economy.

Guiding Questions:

1. Can students provide examples of economic choice and explain the concept of opportunity cost?
2. Can students understand the concept of specialization and interdependence of goods and services?
3. Can students understand the relationship between producers and consumers?
4. Can students understand basic principles of supply and demand?
5. Can students discuss trade and how it benefits the parties involved?
6. Can students identify some of the major goods and services produced in Louisiana?

| GLEs | LCC Unit | Objectives | Vocabulary / Terms | Harcourt Text / Suggested Resources |
|-----------------------|----------|--|--|---|
| | | REVIEW for I-LEAP TESTING Teacher Note: Utilize the Individual Learning Plan and Assessment Guide to review essential skills. | | |
| | | I-LEAP TESTING | I-LEAP TESTING | I-LEAP TESTING |
| 2, 32, 33, 34, 35, 37 | 7 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Differentiate between a bar, pictograph, and circle graph</i> • <i>Compare benefits and costs when making choices (e.g., comparative shopping)</i> • <i>Explain reasons why people save money</i> • <i>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice)</i> • <i>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community)</i> • <i>Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services</i> | <p><i>supply, demand, benefits, abundance, scarce, society, economy, money management, budget, expense, producer, consumer, market, demand, rely, dependence</i></p> | <p><u>GLE 2 graphs:</u> Text, pp. 22-3, 51, 114-15, 350-1 Reading & Test Prep Book, pp. 47, 88 Activity Book, pp. 4, 13, 28, 36, 45, 61, 78, 80</p> <p><u>GLE 32 scarcity, abundance, economic choice:</u> Text, pp. 310-12, 356-7 Activity Book, p. 69</p> <p><u>GLE 33 savings:</u> Text, pp. 340-3, 346-8, 352-5 Activity Book, p. 81-2, 84</p> <p><u>GLE 34 opportunity cost:</u> http://www.investopedia.com/terms/o/opportunitycost.asp</p> |

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| | | | | <p><u>GLE 35</u> producer / consumer: Text, pp. 310-11, 319 http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> <p><u>GLE 37</u> specialization / division of labor: http://en.wikipedia.org/wiki/Economic_specialization & http://www.econedlink.org/lessons/index.cfm?lesson=EM284&page=teacher</p> <p>LCC Activity 4, 8 (GLE 2); 1, 2 (GLE 32, 34); 1, 4 (GLE 33); 3, 6 (GLE 35); 5 (GLE 37)</p> |
| 2, 32, 33, 34, 35, 37 | 7 | <p>Students will:</p> <ul style="list-style-type: none"> • <i>Differentiate between a bar, pictograph, and circle graph</i> • <i>Compare benefits and costs when making choices (e.g., comparative shopping)</i> • Explain reasons why people save money • <i>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice)</i> • <i>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community)</i> • Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services | <p><i>supply, demand, benefits, abundance, scarce, society, economy, money management, budget, expense, producer, consumer, market, demand, rely, dependence</i></p> | <p><u>GLE 2</u> <u>graphs:</u> Text, pp. 22-3, 51, 114-15, 350-1 Reading & Test Prep Book, pp. 47, 88 Activity Book, pp. 4, 13, 28, 36, 45, 61, 78, 80</p> <p><u>GLE 32</u> <u>scarcity, abundance, economic choice:</u> Text, pp. 310-12, 356-7 Activity Book, p. 69</p> <p><u>GLE 33</u> <u>savings:</u> Text, pp. 340-3, 346-8, 352-5 Activity Book, p. 81-2, 84</p> <p><u>GLE 34</u> <u>opportunity cost:</u> http://www.investopedia.com/terms/o/opportunitycost.asp</p> <p><u>GLE 35</u> <u>producer / consumer:</u> Text, pp. 310-11, 319 http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> <p><u>GLE 37</u> <u>specialization / division of labor:</u> http://en.wikipedia.org/wiki/Economic_specialization &</p> |

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| | | | | http://www.econedlink.org/lessons/index.cfm?lesson=EM284&page=teacher LCC Activity 4, 8 (GLE 2); 1, 2 (GLE 32, 34); 1, 4 (GLE 33); 3, 6 (GLE 35); 5 (GLE 37) |
| 2, 32, 33, 34, 35, 37 | 7 | Students will: <ul style="list-style-type: none"> • <i>Differentiate between a bar, pictograph, and circle graph</i> • <i>Compare benefits and costs when making choices (e.g., comparative shopping)</i> • Explain reasons why people save money • <i>Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice)</i> • <i>Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community)</i> • Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services | supply, demand, benefits, abundance, scarce, society, economy, money management, budget, expense, producer, consumer, market, demand, rely, dependence | GLE 2 <u>graphs:</u> Text, pp. 22-3, 51, 114-15, 350-1 Reading & Test Prep Book, pp. 47, 88 Activity Book, pp. 4, 13, 28, 36, 45, 61, 78, 80 GLE 32 <u>scarcity, abundance, economic choice:</u> Text, pp. 310-12, 356-7 Activity Book, p. 69 GLE 33 <u>savings:</u> Text, pp. 340-3, 346-8, 352-5 Activity Book, p. 81-2, 84 GLE 34 <u>opportunity cost:</u> http://www.investopedia.com/terms/o/opportunitycost.asp GLE 35 <u>producer / consumer:</u> Text, pp. 310-11, 319 http://www.socialstudiesforkids.com/articles/economics/interdependence.htm GLE 37 <u>specialization / division of labor:</u> http://en.wikipedia.org/wiki/Economic_specialization & http://www.econedlink.org/lessons/index.cfm?lesson=EM284&page=teacher LCC Activity 4, 8 (GLE 2); 1, 2 (GLE 32, 34); 1, 4 (GLE 33); 3, 6 (GLE 35); 5 (GLE 37) |

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| 38, 40, 41, 42, 43, 45 | 7 | <p>Students will:</p> <ul style="list-style-type: none"> • Describe the requirements of various jobs and the characteristics of a job well-performed • Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) • <i>Discuss trade in the local community and explain how trade benefits both parties</i> • Describe the basic principles of supply and demand and how competition can affect prices of goods • <i>Explain the effect of increase/decrease in price upon the consumer and producer</i> • <i>Identify major goods and services produced in Louisiana</i> | <p>competition, supply, surplus, shortage, demand, purchasing power, consumer, market, agriculture</p> | <p><u>GLE 38:</u> <u>requirements of jobs:</u> http://www.bls.gov/oco/home.htm & http://www.acinet.org/acinet/</p> <p><u>GLE 40:</u> <u>economic institutions:</u> Text, pp.. 314-16, 346-8, 231 Activity Book, p. 79</p> <p><u>GLE 41</u> <u>trade and interdependence:</u> http://www.socialstudiesforkids.com/articles/economics/interdependence.htm</p> <p><u>GLE 42</u> <u>supply & demand:</u> Text, p. 311 & http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm</p> <p><u>GLE 43</u> <u>price:</u> Text, pp. 311, 318 http://www.realtrees4kids.org/ninetwelve/supply.htm http://library.thinkquest.org/3901/</p> <p><u>GLE 45</u> <u>LA goods & services:</u> Text, pp. 324-9 & Activity Book, p. 72</p> <p>LCC Activity 5 (GLE 38); 7 (GLE 40); 3 (GLE 41); 6, 8 (GLE 42); 6 (GLE 43, 44)</p> |
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Teacher Reflection on Content Mastery

Can students

- provide examples of economic choice and explain the concept of opportunity cost?
- understand the concept of specialization and interdependence of goods and services?
- understand the relationship between producers and consumers?
- understand basic principles of supply and demand?

- discuss trade and how it benefits the parties involved?
- identify some of the major goods and services produced in Louisiana?