

Glenwood Community Schools

K-5 Social Studies Language Arts Curriculum

Mission Statement

Our mission is to engage all students in a challenging, sequential, and differentiated social studies curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality Social Studies education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the Social Studies world.

A special thank you to the following individuals for their hard work and dedication who have served on the District K-5 Social Studies Subject Area Committee.

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Glenwood Elementary School
 Kindergarten Social Studies Curriculum
 Approved Date - January 14, 2019

Course Purpose: The student will examine the physical and environmental characteristics of their community to compare and contrast it to other local and global locations. The student will identify the rights, responsibilities and differing characteristics of community members and discuss their personal role in a school community. They will illustrate and explain ways that life is different today than it was in the past. The student will describe basic economic and financial concepts and responsibilities and discuss how they relate to their daily lives.



INQUIRY ANCHOR STANDARDS--

The Social Studies Standards contain 6 major elements of inquiry standards, and they will be incorporated and implemented within the Content Standards throughout the year by a variety of means and methods. The inquiry anchor standards are the same throughout the document, but the standard that flows from each anchor standard is more complex as students move throughout their K-5 social studies experience. Listed below are the 6 major threads and the standards within each thread.

INQUIRY ANCHOR STANDARD	INQUIRY STANDARDS
Constructing Compelling Questions	SS.INQ.K.1 Recognize a compelling question.
Constructing Supporting Questions	SS.INQ.K.2 Identify the relationship between compelling and supporting questions.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.INQ.K.3 Construct responses to compelling questions using examples.
Taking Informed Action	SS.INQ.K.4 Take group or individual action to help address local, regional, and/or global problems
	SS.INQ.K.5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Course Outcomes	Outcome Components	Description	Iowa Core
SS.K.1	The student will examine the physical and environmental characteristics of their community to compare/contrast it to other local and global locations.		
	SS.K.1.01	Compare and contrast local physical and environmental characteristics with those in other parts of Iowa and other U.S. and global locations.	SS.K.14 (Geo) SS.K.19 (Hist)
	SS.K.1.02	Create a route to a specific location using maps, globes, and other simple geographic models.	SS.K.13 (Geo)

	SS.K.1.03	Explain how people move from place to place and determine reasons why people would do so.	SS.K.15 (Geo)
SS.K.2	The student will identify the rights, responsibilities and differing characteristics of community members and discuss his/her personal role in a school community.		
	SS.K.2.01	Compare and contrast rules from different places. (21st Century Skills)	SS.K.9 (Gov)
	SS.K.2.02	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities and will plan and carry out a project that will improve the classroom or school community. (21st Century Skills)	SS.K.8 (Gov.)
	SS.K.2.03	Explain and compare a student's role in different groups of which they are members including their family, school and community.	SS.K.6 (BS)
	SS.K.2.04	Differentiate ways in which students and others are alike and different within a variety of social categories.	SS.K.7 (BS)
SS.K.3	The student will illustrate and explain ways that life is different today than it was in the past.		
	SS.K.3.01	Distinguish at least two related items or events by sequencing them from past to the present.	SS.K.16 (Hist)
	SS.K.3.02	Compare and contrast life in the past to life today.	SS.K.17 (Hist)
	SS.K.3.03	Develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it, when given context clues	SS.K.18 (Hist)
SS.K.4	The student will describe basic economic and financial concepts and responsibilities and discuss how they relate to their daily lives.		
	SS.K.4.01	Identify and propose solutions to choices that are made because of scarcity.	SS.K.10 (Econ)
	SS.K.4.02	Explain the difference between buying and borrowing and present examples of when one might utilize each. (21st Century Skills)	SS.K.11 (FL)
	SS.K.4.03	Distinguish between appropriate and inappropriate spending choices and rationalize their reasoning. (21st Century Skills)	SS.K.12 (FL)

Glenwood Elementary School
 First Grade Social Studies Communities and Cultures Curriculum
 Approved Date - January 14, 2019 & Amended April 10, 2019

Course Purpose: The student will investigate the culture of their own communities by examining leadership in the community. The student will examine the role goods and services play in a community, and analyze the history of diverse cultures over time.

BEHAVIOR SCIENCES	CIVICS/ GOVERNMENTS	ECONOMICS	FINANCIAL LITERACY	GEOGRAPHY	HISTORY
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INQUIRY ANCHOR STANDARDS--

The Social Studies Standards contain 6 major elements of inquiry standards, and they will be incorporated and implemented within the Content Standards throughout the year by a variety of means and methods. The inquiry anchor standards are the same throughout the document, but the standard that flows from each anchor standard is more complex as students move throughout their K-5 social studies experience. Listed below are the 6 major threads and the standards within each thread.

INQUIRY ANCHOR STANDARD	INQUIRY STANDARD
Constructing Compelling Questions	SS.INQ.1.1 Explain why a compelling question is important.
Constructing Supporting Questions	SS.INQ.1.2 Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.INQ.1.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.INQ.1.4 Construct responses to compelling questions using examples.
Taking Informed Action	SS.INQ.1.5 Take group or individual action to help address local, regional, and/or global problems. SS.INQ.1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Course Outcomes	Outcome Components	Description	Iowa Core
SS.01.01	The student will describe the culture of their own community by examining community leadership.		
	SS.01.01.01	Compare and contrast rules or laws within different communities and cultures. (21st century skills)	SS.1.10 (Gov)
	SS.01.01.02	Summarize one situation that emphasizes democratic principles, including, but not limited to, freedom, equality, liberty, respect for individual rights, and deliberation. (21st century skills)	SS.1.9 (Gov)
	SS.01.01.03	Investigate and explain why people have different jobs in the community.	SS.1.13 (Econ)
	SS.01.01.04	Describe how social identities can influence students' own and others' thoughts and behaviors.	SS.1.7 (BS)

SS.01.02	The student will describe how wants and needs are fulfilled through goods and services found in the community.		
	SS.01.02.01	Compare and contrast the goods and services that people in their local community produce with those that are produced in other communities.	SS.1.11 (Econ)
	SS.01.02.02	Describe how environmental characteristics impact the movement of people or goods.	SS.1.16 (Geo)
	SS.01.02.03	Use a map to illustrate a detailed journey of a particular people, goods, or ideas as they move from place to place.	SS.1.18 (Geo)
	SS.01.02.04	Investigate why people of one country trade goods and services with people in other countries.	SS.1.12 (Econ)
	SS.01.02.05	Investigate how people in different communities use goods from local and distant places to meet their daily needs.	SS.1.19 (Geo)
SS.01.03	The student will compare/contrast the history of diverse cultures over time.		
	SS.01.03.01	Compare and contrast their own cultural practices with those of others around the world.	SS.1.8 (BS)
	SS.01.03.02	Create a chronological sequence of multiple related events in the past and present.	SS.1.20 (Hist)
	SS.01.03.03	Compare and contrast life within the past to life today within different communities and cultural groups.	SS.1.21 (Hist)
	SS.01.03.04	Develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it, when given context clues.	SS.1.22 (Hist)
	SS.01.03.05	Justify how environmental characteristics and cultural characteristics impact each other in different regions of the United States.	SS.1.17 (Geo)
	SS.01.03.06	Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.	SS.1.23 (Hist)
SS.01.04	The student will describe basic economic and financial concepts and responsibilities.		
	SS.01.04.01	Be able to explain why something borrowed must be returned. (21st Century Skills).	SS.1.14 (FL)
	SS.01.04.02	Examine the role of financial institutions in the community in order to save and invest. (21st Century Skills).	SS.1.15 (FL)

Glenwood Elementary School
 Second Grade Social Studies Choices and Consequences Curriculum
 Approved Date - January 14, 2019

Course Purpose: The student will analyze how government plays a role in establishing and maintaining local community spaces. The student will evaluate their own responsibility to take care of their community in terms of cooperation and citizenship in order to determine appropriate choices and consequences.



INQUIRY ANCHOR STANDARDS--

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INQUIRY ANCHOR STANDARD	INQUIRY STANDARD
Constructing Compelling Questions	SS.INQ.2.1 Explain why a compelling question is important.
Constructing Supporting Questions	SS.INQ.2.2 Generate supporting questions across the social studies disciplines related to compelling questions.
Gathering and Evaluating Sources	SS.INQ.2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
Developing Claims and Using Evidence	SS.INQ.2.4 N/A
Communicating and Critiquing Conclusions	SS.INQ.2.5 Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	SS.INQ.2.6 Take group or individual action to help address local, regional, and/or global problems.

Course Outcomes	Outcome Components	Description	Iowa Core
SS.02.01	The student will evaluate their personal responsibilities in order to judge choices and consequences.		
	SS.02.01.01	Justify an opinion on the effectiveness of a decision about a local issue.	SS.2.9 Civics/Gov
	SS.02.01.02	Select careers of interest to compare and contrast levels of education for different careers.	SS.2.14 FL
	SS.02.01.03	Evaluate spending and saving choices in order to critique positive and negative consequences.	SS2.15 FL
SS.02.02	The student will investigate and explain ways to take care of our communities, including environments, by analyzing how cooperation and citizenship affect self and others.		
	SS.02.02.01	Explain how environmental characteristics impact the location of particular places.	SS.17 Geo

	SS.02.02.02	Describe how the choices people make impact local and distant environments.	SS.2.18 Geo
	SS.02.02.03	Distinguish between wants and needs in order to justify the use of scarce resources.	SS.2.11 Econ
	SS.02.02.04	Formulate a prediction about the future based on related events.	SS.2.19 Hist
	SS.02.02.05	Describe intended and unintended consequences of decisions about using Iowa's natural resources.	SS.2.24 Hist
	SS.02.02.06	Evaluate routes of goods and services in order to describe their impact on the environments.	SS.2.16 Geo
	SS.02.02.07	Describe an effective strategy for working with others to solve a particular community problem.	SS.2.10 Gov SS.2.7 BD
	SS.02.02.08	Students will investigate and explain how people use natural resources to produce goods and services.	SS.2.12 Econ
SS.02.03	The student will investigate the role that local government has played- and continues to play-in establishing and maintaining community spaces, and propose ways they can support those shared spaces.		
	SS.02.03.01	Describe examples of the goods and services that governments provide.	SS.2.13 Econ
	SS.02.03.02	Explain the purpose of different government functions.	SS.2.8 Gov
	SS.02.03.03	Analyze historical change to determine the influence of particular individuals and groups who have shaped significant historical change.	SS.2.20 Hist
	SS.02.03.04	Compare and contrast perspectives of people in the past to those in the present with regards to particular questions or issues.	SS.2.21 Hist
	SS.02.03.05	Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it.	SS.2.22 Hist
	SS.02.03.06	Given a set of options, students will justify why one reason is more likely than others to explain a historical event or development.	SS.2.23 Hist

Glenwood Elementary School
 Third Grade Social Studies Immigration and Migration Curriculum
 Approved Date - January 14, 2019 & Amended January 27, 2020

Course ID:	Course Purpose: The student will analyze and distinguish how and why people move from one place to another in terms of Immigration and Migration. The student will compare and contrast the geographic, political, and cultural reasons that people decide to move to a new place as well as what they experience during the transition. The student will justify how and why laws and civic virtues affect a society.
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BEHAVIOR SCIENCES	CIVICS/ GOVERNMENTS	ECONOMICS	FINANCIAL LITERACY	GEOGRAPHY	HISTORY
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INQUIRY ANCHOR STANDARDS--

The Social Studies Standards contain 6 major elements of inquiry standards, and they will be incorporated and implemented within the Content Standards throughout the year by a variety of means and methods. The inquiry anchor standards are the same throughout the document, but the standard that flows from each anchor standard is more complex as students move throughout their K-5 social studies experience. Listed below are the 6 major threads and the standards within each thread.

INQUIRY ANCHOR STANDARD	INQUIRY STANDARD
Constructing Compelling Questions	SS.INQ.3.1 Identify the disciplinary ideas associated with a compelling question.
Constructing Supporting Questions	SS.INQ.3.2 Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.INQ.3.3 Determine the credibility of multiple sources. *Students will infer the intended audience and purpose of a historical source from information within the source itself. (SS.3.24)(His)
Developing Claims and Using Evidence	SS.INQ.3.4 Cite evidence that supports a response to supporting or compelling question.
Communicating and Critiquing Conclusions	SS.INQ.3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	SS.INQ.3.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.INQ.3.7 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Course Outcomes	Outcome Components	Description	Iowa Core
SS.03.01	The student will analyze immigration and migration patterns in order to determine how and why people move from one place to another.		
	SS.03.01.01	Use historical examples of immigration and migration to describe how scarcity influences a person to make choices.	SS.3.12 (Econ)
	SS.03.01.02	Explain how the unique characteristics of a place affect migration.	SS.3.19 (Geo)

	SS.03.01.03	Compare and contrast the movement of different groups of people to Iowa from the past to the present, including the removal and return of those indigenous to the area.	SS.3.27 (Hist)
	SS.03.01.04	Develop a claim about motivations for the movement of groups of people within the U.S. and cite evidence to support their claim.	SS.3.26 (Hist)
	SS.03.01.05	Describe how and why individuals and businesses use natural and human resources, and physical capital, to produce goods and services, globally, nationally, and locally.	SS.3.13 SS.3.15 (Econ)
SS.03.02	The student will analyze the social and cultural context of immigration and migration in order to interpret the human experience in different U.S. regions and historical periods.		
	SS.03.02.01	Interpret how and why people take risks to improve their family and how cultural characteristics influenced these choices in Iowa and the United States.	SS.3.16 (Econ) SS.3.20
	SS.03.02.02	Compare and contrast the treatment, opportunities, and conflicts different social groups experienced throughout history.	SS.3.8 (BS)
SS.03.03	The student will analyze laws and civic virtues to determine how and why they affect society.		
	SS.03.03.01	Compare and contrast past historical events with conflicting perspectives and conclude whether or not democratic principles and civic virtues were fulfilled.	SS.3.23(Hist) SS.3.22(Hist)
	SS.03.03.02	Describe how rules and laws impact society.	SS.3.10 (Gov)
	SS.03.03.03	Use cause and effect to illustrate examples of historical and contemporary ways that societies have changed.	SS.3.11 (Gov) SS.3.25(Hist)
SS.03.04	The student will explain how to create a savings plan and long term investments.		
	SS.03.04.01	Describe the role of a financial institution in an economy.	SS.3.14 (FL)
	SS.03.04.02	Describe an individual's responsibility for credit and debt to interpret the importance of saving and investing, in relation to future needs. (21st century skills)	SS.3.17 SS.3.18 (FL)

Glenwood Elementary School
4th Grade Social Studies Change and Continuity Curriculum
Approved Date - January 14, 2019

Course Purpose: The student will examine and determine how society has changed and stayed the same over time. The student will investigate how change is inevitable to determine the patterns and consequences of change across different historical eras. The student will also evaluate how to create saving plans and long term investments.

BEHAVIOR SCIENCES	CIVICS/ GOVERNMENTS	ECONOMICS	FINANCIAL LITERACY	GEOGRAPHY	HISTORY
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INQUIRY ANCHOR STANDARDS--

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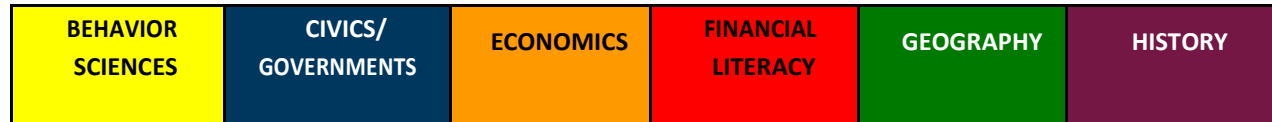
INQUIRY ANCHOR STANDARD	INQUIRY STANDARD
Constructing Compelling Questions	SS.INQ.4.1 Explain how a compelling question represents key ideas in the field.
Constructing Supporting Questions	SS.INQ.4.2 Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	*SS.4.22 Students will infer the purpose of a primary source and from that the intended audience. (Hist)
Developing Claims and Using Evidence	SS.INQ.4.3 Cite evidence that supports a response to supporting or compelling questions.
Communicating and Critiquing Conclusions	SS.INQ.4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.
Taking Informed Action	<p>SS.INQ.4.5 Identify challenges and opportunities when taking action to address problems, including predicting possible results.</p> <p>SS.INQ.4.6 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.</p>

Course Outcomes	Outcome Components	Description	Iowa Core
SS.04.01	The student will examine and determine how inventions and innovations have positively and negatively shaped our country over time.		
	SS.04.01.01	Explain influences on the development and decline of different modes of transportation in U.S. regions.	SS.4.19 (Geo)
	SS.04.01.02	Determine the impact of technological changes in Iowa, across time and place.	SS.4.25 (Hist)

	SS.04.01.03	Develop a claim about the effects of a past invention and cite evidence to support it.	SS.4.24 (Hist)
	SS.04.01.04	Explain how Iowa's agriculture has changed over time.	SS.4.26 (Hist)
SS.04.02	The student will identify conflicting historical perspectives and analyze how they shaped decisions about the use of resources of a region.		
	SS.04.02.01	Describe how scarcity requires a person to make a choice and identify costs associated with that choice.	SS.4.11 (Econ)
	SS.04.02.02	Use historical and/or local examples to explain how competition, and the rise and fall of prices, influences the production of goods and services.	SS.4.12 (Econ) SS.4.14 (Econ)
	SS.04.02.03	Create a geographical representation to illustrate how the natural resources in an area affect the culture and population distribution in specific places or regions.	SS.4.17(Geo) SS.4.18(Geo)
	SS.04.02.04	Compare and contrast conflicting perspectives on historical and current events/issues.	SS.4.21 (Hist)
SS.04.03	The student will investigate and determine how power (economic, social, political, etc.) is distributed in our community and country.		
	SS.04.03.01	Identify how core civic virtues and democratic principles guide governments, societies, and/or communities and explain how the enforcement of a specific ruling or law changed a society. (21 st Century Skills)	SS.4.8(Gov) SS.4.9(Gov)
	SS.04.03.02	Compare and contrast different ways that the government interacts with the economy.	SS.4.13 (Econ)
	SS.04.03.03	Describe how societies have changed in the past and continue to change. (21st Century Skills)	SS.4.10 (Gov)
	SS.04.03.04	Compare and contrast events that happened during the same time period.	SS.4.20 (Hist)
	SS.04.03.05	Explain probable causes and effects of conflict or collaboration among different social groups.	SS.4.7 (B.S.) SS.4.23 (Hist)
SS.04.04	The student will evaluate how to create savings plans and long term investments.		
	SS.04.04.01	Create a savings plan by identifying factors that can influence people's different spending and savings choices. (21st Century Skills)	SS.4.15 (FL)
	SS.04.04.02	Determine the consequences of sharing personal information with others. (21st Century Skills)	SS.4.16 (FL)

Glenwood Elementary School
5th Grade Social Studies Rights and Responsibilities Curriculum
Approved Date - January 14, 2019

Course Purpose: The student will analyze and determine how the foundational documents of the United States were developed and how those documents guided decisions. The student will evaluate rights and responsibilities of US citizens, and explain how those rights and cultures shape laws for those who live within a society. The student will also evaluate how to determine financial management through exploration of banking, household, and money management strategies.



INQUIRY ANCHOR STANDARDS--

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INQUIRY ANCHOR STANDARD	INQUIRY STANDARD
Constructing Compelling Questions	SS.INQ. 5.1 Identify the disciplinary concepts and ideas associated with a compelling question
Constructing Supporting Questions	SS.INQ. 5.2 Use supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.INQ.5.3 Determine the credibility of multiple sources.
Developing Claims and Using Evidence	SS.INQ.5.4 Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
Communicating and Critiquing Conclusions	SS.INQ. 5.5 With teacher direction. Construct responses to compelling questions supported by reasoning and evidence. SS.5.24 & SS.5.25
Taking Informed Action	SS.INQ.5.6 Identify challenges and opportunities when taking action to address problems, including predicting possible results. SS.INQ.5.7 Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.

Course Outcomes	Outcome Components	Description	Iowa Core
SS.05.01	The student will analyze in order to interpret foundational documents of the United States, and how those documents guide and impact governments at the national, state, and/or local levels.		
	SS.05.01.01	Evaluate how U.S. government levels (national, state, and/or local) have applied the U.S. foundational documents to guide and shape the economic, political, and societal organizations during our country's history.	SS.5.9 (BS)

	SS.05.01.02	Interpret and distinguish the purpose and intended audience of a historical document, and how that document of the author was shaped by his/her's intended audience.	SS.5.22 (Hist) SS.5.23
SS.05.02	The student will draw conclusions by interpreting the rights and responsibilities of U.S. citizens at the national, state, and/or local levels, and how those rights and responsibilities continue to evolve to shape our society.		
	SS.05.02.01	Apply the characteristics of the U.S. democratic government to draw conclusions about the role of responsible citizens at the national, state, and/or local levels.	SS.5.8 (BS)
	SS.05.02.02	Compare and contrast examples of how communities have changed (and continue to change) through various social groups (gender, race, disability, etc.) in order to restrict or protect their rights, within laws and processes.	SS.5.11 SS.5.12 (Gov)
	SS.05.02.03	Interpret to explain how rules and laws encourage or restrict human population movement within regions of the United States.	SS.5.20 (Geo)
SS.05.03	The student will evaluate how U.S. citizens change laws and rules within our society to determine how it shapes the economic, political, and social contexts throughout our country's history.		
	SS.05.03.01	Analyze and describe how people change rules and laws within a societal structure {such as classroom, school, government (local, state, and national)}, both currently and historically within the United States.	SS.5.10 (Gov) SS.5.21 (Hist)
	SS.05.03.02	Illustrate through maps, charts, or diagrams how cultural and environmental characteristics of a region impacted a historical event.	SS.5.19 (Geo) SS.5.26
	SS.05.03.03	Evaluate and describe the ways in which goods and services are produced and distributed domestically and globally--and how the U.S. Government uses taxes to help pay for such movement and distribution of materials.	SS.5.13 SS.5.14 SS.5.15 (Econ)
SS.05.04	The student will apply and evaluate individual and household finance strategies of income and expenditures in order to determine sound and practical money management methods regarding saving and spending.		
	SS.05.04.01	Analyze and apply strategies regarding individual and household finances through money management in order to create a saving and spending plan (tracking income and expenditures).	SS.5.16 SS.5.17 (FL)
	SS.05.04.02	Evaluate and determine various financial and identity threats that individuals and households currently face.	SS.5.18 (FL)