

# Wyoming Department of Education Required Virtual Education Course Syllabus

## BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CAEL76510	Grade Level	3
Course Name	Social Studies 3 B	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

### COURSE DESCRIPTION

*In Social Studies 3 B, the student will focus on the theme of community through the study of citizenship, U.S. history, economics, and world cultures. The student will explore the growth of the United States through innovations in communication, technology, and human rights. The student will also learn about basic economics by studying money, prices, and supply and demand, with a special emphasis on making good personal economic decisions. This course concludes by comparing cultures around the world and in the U.S. Reading, critical thinking, and problem-solving skills lessons are incorporated throughout the course. The course text is Pearson's myWorld Social Studies: We Are Connected workbook. Multimedia resources, including videos and interactive websites, enhance and support the content.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS5.1.1	Describe the basic rights and responsibilities of citizenship.
SS.5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.3.1	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS5.4.4	Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.
SS5.4.5	Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.3	Use digital tools to learn about social studies concepts.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Citizenship</b></p> <p>In this unit, your student will define citizenship and describe the rights and responsibilities of citizens. Your student will describe how historical figures have secured the rights of all citizens and will define and describe civic virtues. Your student will use a problem-solving process to propose a solution to a problem. Lastly, he will distinguish between fact and opinion in his reading and written communication.</p>	SS5.1.1, SS.5.2.1, SS2.6.3	<ul style="list-style-type: none"> <li>• Define citizenship and the role of citizens.</li> <li>• Describe how citizens have secured rights and freedoms for others.</li> <li>• Describe civic virtues as practiced by groups and individuals.</li> <li>• Use a problem-solving process to resolve a community issue.</li> <li>• Distinguish between fact and opinion.</li> </ul>
<p><b>Unit 2: A Growing Nation</b></p> <p>In this unit, your student will examine the innovations in technology, communication, travel, and human rights throughout the history of the United States. Your student will compare and contrast these innovations, analyze the impact on people in the United States, and describe the various people involved in these improvements. In addition, your student will explain the uses of both primary and secondary sources and draw conclusions from the sources she reads.</p>	SS5.4.1, SS5.4.2, SS5.4.5, SS2.6.3	<ul style="list-style-type: none"> <li>• Compare and contrast past and present innovations in technology, communication, travel, and human rights.</li> <li>• Analyze the impact of changes in technology, communication, travel, and human rights on the United States.</li> <li>• Describe how key people improved technology, communication, travel, and human rights in the United States.</li> <li>• Explain the uses of both primary and secondary sources.</li> <li>• Draw conclusions from textual and visual sources.</li> </ul>

<p><b>Unit 3: Working in Our Communities</b>          In this unit, your student will describe the role of scarcity, abundance, needs, and wants in economic decision-making. Your student will describe the economic activity that drives the economy and explain the impact of supply and demand. Your student will translate economic information into a visual format and distinguish between main ideas and details in a text.</p>	<p>SS5.3.1, SS5.3.2, SS5.3.3, SS5.3.4, SS2.6.3</p>	<ul style="list-style-type: none"> <li>• Describe the role of scarcity, abundance, needs, and wants in economic decision-making.</li> <li>• Describe economic activity that drives the economy.</li> <li>• Explain the impact of supply and demand on the economy.</li> <li>• Translate economic information into a visual format.</li> <li>• Distinguish between main ideas and details in a text.</li> </ul>
<p><b>Unit 4: Celebrating Our Communities</b>          In this unit, your student will learn how geography and climate have affected cultures in North America. Your student will also compare and contrast various world cultures and identify cultures in the United States. Finally, she will research the culture and history of a U.S. region.</p>	<p>SS5.2.2, SS5.4.4, SS2.5.4, SS2.6.3</p>	<ul style="list-style-type: none"> <li>• Describe how geography and climate have affected cultures in North America.</li> <li>• Compare and contrast world culture expressed through arts.</li> <li>• Identify and describe diverse cultures in the United States.</li> <li>• Research culture and history of a U.S. region.</li> </ul>