

## WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 5<sup>th</sup> GRADE Native Americans and Explorers

### 5<sup>th</sup> GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped U.S. history? How do differing groups of people contribute to the development of our nation? How do resources affect cooperation and conflict?	How does the development of civic virtues and the democratic principles affect the common good? How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	RECOMMENDED RESOURCES (Aligned to Standards)	
<b>Unit #1 (4-8 Weeks)</b> <b>Native Americans and Explorers</b>	History	<b>SS.5.13.</b> Explore the development of colonial America and compare regional differences among the colonies. <b>SS.5.14.</b> Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history. <b>SS.5.15.</b> Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government.	A New Spain, conquistador, encomienda, the Pueblo Revolt, expedition, exploration, colonization, missionary, disease, immunity, The Three G's (God, Glory, and Gold), technology, empire, migration, missionary, devastation	<b>Discussion Lesson</b> <u>What impact did European Explorers have on Native Culture?</u>  <b>C3 Inquiry Lesson</b> <u>Did the French lose out in North America?</u>
	Multi-Cultural	<b>SS. 5.17.</b> Analyze how and why racial, ethnic, and other groups were oppressed in early American History. <b>SS.5.19.</b> Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.	inclusion, indigenous, analyze, racial, ethnic, religious, oppressed, social class, persecution, diversity, contribution, cultural, Native Americans	<b>Inquiry Lessons</b> <u>What was the greatest motivation for explorers to take risks in order to discover the New World?</u>
	Civics	<b>SS.5.27.</b> Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights.	civics, human rights, limit, protection, treaties, laws	<u>In what ways did the Iroquois Nation build an advanced civilization?</u>
	Geography	<b>SS.5.28.</b> Analyze various maps to illustrate environmental, political, and cultural characteristics of a region and their impact on historical events in early U.S. History. <b>SS.5.29.</b> Evaluate how the relationship between the environment and humans impacted early U.S. History. <b>SS.5.31.</b> Analyze how the physical geography and natural resources affected exploration and the settlement of people and the development of culture in early U.S. History.	regions of North America, natural resources, physical geography, environments, tribe, league, cultural region, dwellings, reservations, nomadic, indigenous, various, illustrate, analyze, evaluate, political, impact, longitude, latitude, New World, adaptations	<b>DBQ Binder</b> Cabeza de Vaca: How did he survive?  <b>Textbook Resources</b> Summarize the point of view of Las Casas about Native peoples on the encomiendas: textbook, pgs. 148-151.
	Economics	<b>SS.5.33.</b> Investigate the development of the early American economy.	trade, barter, evaluate, economy, agriculture, minerals, valuables, resources	The Pueblo Revolt: text book, pg. 235

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 5<sup>th</sup> GRADE Colonization and Road to Revolution

## 5<sup>th</sup> GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped U.S. history?  
 How do differing groups of people contribute to the development of our nation?  
 How do resources affect cooperation and conflict?

How does the development of civic virtues and the democratic principles affect the common good?  
 How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?

UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	RECOMMENDED RESOURCES	
Unit #2 (4-8 Weeks) Colonization and Road to Revolution	History	<b>SS.5.12.</b> Investigate what it meant to be an American for different groups of people in early American history., <b>SS.5.13:</b> Explore the development of colonial American and compare regional differences among the colonies. <b>SS.5.14.</b> Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history. <b>SS.5.15.</b> Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government. <b>SS.5.16.</b> Evaluate the causes and effects of the American Revolution.	Jamestown, Roanoke Island, Great Awakening, Proclamation of 1763, Stamp Act, Intolerable Act, Boston Tea Party, Sons of Liberty, French and Indian War, King George III, Boston Massacre	<b>DBQ Binder:</b> Early Jamestown: Why Did So Many Colonists Die? What Caused the Salem Witch Trial Hysteria of 1692?  <b>Project Tahoe:</b> <a href="#">Colonial Life (Unit)</a> <a href="#">Colonial Life Jigsaw Reading</a> <a href="#">We The People Unit 1, lesson 1</a> <a href="#">Boston Massacre (OUT)</a> <a href="#">Victory at Yorktown (OUT)</a> <a href="#">5 Growing Up in the Early Colonies</a> <a href="#">Slavery and the Culture of Colonial America (Discussion)</a> <a href="#">What roles did women play in establishing American Colonies? (Discussion)</a> <a href="#">QFT: American Colonies (Question Formulation Technique)</a>
	Multi-Cultural	<b>SS.5.17.</b> Analyze how and why racial, ethnic, and other groups were oppressed in early American history. <b>SS.5.19.</b> Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.	indentured servant, slavery, Loyalists, Patriots	(Resources from History row)
	Civics	<b>SS.5.22.</b> Analyze core civic virtues and democratic principles and their impact on early U.S. History. <b>SS.5.23.</b> Investigate how individuals exercise rights and responsibilities. <b>SS.5.27.</b> Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights.	religious freedoms, representation, freedom, charter, boycott, Committee of Correspondence, Continental Congress	<b>Zoom In:</b> <a href="#">Penn's Treaty</a>
	Geography	<b>SS.5.28.</b> Analyze various maps to illustrate environmental, political, and cultural characteristics of a region and their impact on historical events in early American history. <b>SS.5.29.</b> Evaluate how the relationship between the environment and humans impacted early American History. <b>SS.5.30.</b> Analyze rules and laws that encourage or restrict migration and immigration within regions of the early United States. <b>SS.5.31.</b> Analyze how physical geography and natural resources affected exploration, the settlement of people, and the development of culture in early U.S. history.	Chesapeake Bay, New England colonies, Middle Colonies, Southern Colonies, tributary, Fort Necessity, plantation, Ohio River Valley, Appalachian Mountains	<b>Inquiry Lessons:</b> <a href="#">What is the greatest legacy of Benjamin Franklin?</a>  How might geography affect the settlement of people? (coming soon!)  <b>Text Sets:</b> <a href="#">Growing Up in the American Colonies</a> <a href="#">Salem Witch Trials</a>
	Economics	<b>SS.5.32.</b> Compare and contrast the similarities and differences of the economies in the colonial regions. <b>SS.5.33:</b> Investigate the development of the early American economy. <b>SS.5.34.</b> Evaluate the role of slavery in early U.S. economics. <b>SS.5.35.</b> Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the United States.	Triangular trade routes, proprietor, debtor, apprentice, artisan, indentured servant, taxes, tariff	<b>C3 Inquiry Lesson:</b> <a href="#">How did sugar feed slavery?</a>  <b>Textbook:</b> Unit 2: Chapter 5 Unit 3: Chapters 6 and 7 Unit 4: Chapter 8 Lessons 1-2

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 5<sup>th</sup> GRADE Revolutionary War

## 5<sup>th</sup> GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped U.S. history? How do differing groups of people contribute to the development of our nation? How do resources affect cooperation and conflict?	How does the development of civic virtues and the democratic principles affect the common good? How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	RECOMMENDED RESOURCES (Aligned to Standards)	
<b>Unit #3 (4-8 Weeks)</b> <b>Revolutionary War</b>	History	<b>SS.5.12.</b> Examine the development of political parties in U.S. History. <b>SS.5.13.</b> Explore the development of colonial America and compare regional differences among the colonies. <b>SS.5.14.</b> Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history. <b>SS.5.15.</b> Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government. <b>SS.5.16.</b> Evaluate the causes and effects of the American Revolution.	Revolution, rebellion, Patriot (Whig), Loyalist (Tory), treason, civil war, Lexington/Concord, Bunker Hill, Second Continental Congress, militia, minutemen, guerilla warfare, Olive Branch Petition, Battle on Monmouth, Valley Forge, Proclamation of 1763	<b>Unit Resources</b> <b><u>Grade 5 Liberty Unit</u></b>  <b>OUT</b> <u>5OUT Victory at Yorktown</u>  <b>Text Set</b> <u>5 Spies of the Revolution</u> <u>5 Women in the American Revolution</u>
	Multi-Cultural	<b>SS.5.17.</b> Analyze how and why racial, ethnic, and other groups were oppressed in early American History. <b>SS.5.18.</b> Evaluate how individuals and groups used ideas in foundational documents to create communities of respect, equity, and diversity throughout early American History. <b>SS.5.19.</b> Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.	race, oppressed, foundational documents, community, equity, diversity, respect, culture, ethics, segregate, freedom	<b>Scott-Foresman</b> <b><u>United States</u></b> <u>Unit 4 Chapter 8, Lesson 3</u> <u>Unit 4 Chapter 9, Lessons 1-3</u>
	Civics	<b>SS.5.21.</b> Describe representative government and explore debates in the formation of the U.S. Constitution. <b>SS.5.23.</b> Investigate how individuals exercise rights and responsibilities. <b>SS.5.27.</b> Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights.	religious freedoms, representation, freedom, charter, boycott, Committee of Correspondence, Continental Congress	<b><u>We the People</u></b> Unit 1: Lesson 1 and 5  <b><u>C3 Inquiry Lessons</u></b> <u>Why Do Countries Declare Independence?</u>
	Geography	<b>S.5.28.</b> Analyze various maps to illustrate environmental, political and cultural characteristics of a region and their impact on historical events in early American History. <b>SS.5.29.</b> Evaluate how the relationships between the environment and humans impacted early American History. <b>SS.5.30.</b> Analyze rules and laws that encourage or restrict migration and immigration within regions of the early United States. <b>SS.5.31.</b> Analyze how physical geography and natural resources affected exploration, the settlement of people, and the development of culture in early U.S. History.	Northwest Territories, colonies, states, maps, migration, immigration, regions, natural resources, physical geography, settlement	<u>Is Betrayal Always Bad? King George III vs. George Washington</u>
	Economics	<b>SS.5.32.</b> Compare and contrast the similarities and differences of the economies in the colonial regions. <b>SS. 5.33.</b> Investigate the development of the early U. S. economy. <b>SS.5.34.</b> Evaluate the role of slavery in early U.S. economics. <b>SS. 5.35.</b> Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U. S.	First Bank of the United States, slave trade, tariff, boycott, import, export	

# WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 5<sup>th</sup> GRADE Democracy Over Time

## 5<sup>th</sup> GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped U.S. history? How do differing groups of people contribute to the development of our nation? How do resources affect cooperation and conflict?	How does the development of civic virtues and the democratic principles affect the common good? How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	RECOMMENDED RESOURCES	
<b>Unit #4 (4-8 Weeks)</b> Democracy Over Time	History	<b>SS.5.11.</b> Examine the development of political parties in U.S. History. <b>SS.5.12.</b> Investigate what it meant to be an American for different groups of people in early U.S. History. <b>SS.5.14.</b> Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history. <b>SS.5.15.</b> Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government. <b>SS.5.16.</b> Evaluate the causes and effects of the American Revolution.	Federalists, Antifederalists, Framers, Northwest Ordinance of 1787, Virginia Plan and New Jersey Plan, Shay's Rebellion, Constitutional Convention, Founders, Native, European, African, Continental Congress, life, liberty, property, common good, representation	<b>Unit Resource</b> <a href="#">United States Government</a>  <b>Close Reading</b> <a href="#">One Document Under Siege</a>  <b>Discussion Lessons</b> <a href="#">Did the Constitution include protections for slavery and slave holders?</a> <a href="#">Did the Constitution support women?</a> <a href="#">Free Speech Inside the School House Gate?</a>
	Multi-Cultural	<b>SS.5.17.</b> Analyze how and why racial, ethnic, and other groups were oppressed in early American History. <b>SS.5.18.</b> Evaluate how individuals and groups used ideas in foundational documents to create communities of respect, equity, and diversity throughout early American History. <b>SS.5.19.</b> Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.	race, oppressed, foundational documents, community, equity, diversity, respect, culture, ethics, segregate, freedom, Three- Fifths Clause	<b>DBQ</b> How and why has the right to suffrage been expanded? (In We The People Curriculum)  <i>The We the People curriculum includes the textbooks from <a href="http://www.civiced.org">www.civiced.org</a> and the Washoe County Core-Aligned Teacher's Guide. If We the People is used, this unit may take 13 weeks of instructional time.</i>
	Civics	<b>SS.5.20.</b> Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents and how that interpretation has changed over time. <b>SS.5.21.</b> Describe representative government and explore debates in the formation of the U.S. Constitution. <b>SS.5.22.</b> Analyze core civic virtues and democratic principles and their impact on early U.S. History. <b>SS.5.23.</b> Investigate how individuals exercise rights and responsibilities. <b>SS.5.24.</b> Investigate methods by which individuals can influence rules and laws in classroom, school, government, and/or society. <b>SS.5.26.</b> Explain the structures of constitutional government and the role of checks and balances. <b>SS.5.27.</b> Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights.	Legislative Branch, Executive Branch, Judicial Branch, checks and balances, Veto, Articles of Confederation, Bill of Rights, Declaration of Independence, Constitution, civic virtue, democracy, law, government, individual rights, citizen, Three-Fifths Clause	<b>Inquiry Lessons</b> <a href="#">Does everyone have the same opportunity for the American dream?</a>  <a href="#">Should Puerto Rico Be a State?</a>  Social Media: Why can't I post that?
	Geography	<b>S.5.28.</b> Analyze various maps to illustrate environmental, political, and cultural characteristics of a region and their impact on historical events in early American History. <b>SS.5.29.</b> Evaluate how the relationships between the environment and humans impacted early American History. <b>SS.5.30.</b> Analyze rules and laws that encourage or restrict migration and immigration within regions of the early United States. <b>SS.5.31.</b> Analyze how physical geography and natural resources affected exploration, the settlement of people, and the development of culture in early U.S. History.	Northwest Territories, colonies, states, maps, migration, immigration, regions, natural resources, physical geography, exploration, settlement	<b>Zoom In</b> <a href="#">State of Nature</a>
	Economics	<b>SS. 5.33.</b> Investigate the development of the early U. S. economy. <b>SS.5.34.</b> Evaluate the role of slavery in early U.S. economics. <b>SS. 5.35.</b> Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U. S.	triangular trade, First Bank of the United States, slave trade	

## 5<sup>TH</sup> GRADE CORE ALIGNED RESOURCES

Unit Title	Type of Resource	Name of Resource	Standards
The American Colonies	BAP from Open Court* Not adopted in Washoe Schools	<a href="#">The Voyage of the Mayflower</a>	SS.5.14, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.7, W.5.8; SL.5.1, SL.5.5; L.5.1, L.5.2, L.5.4
	BAP from Treasures <i>(not adopted; some materials can be found online)</i>	<a href="#">Sleds on Boston Common</a>	RL.5.1, RL.5.2, RL.5.4, RL.5.7, RL.5.10; RF.5.4; W.5.2, W.5.4, W.5.10, SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5
Rights and Responsibilities	BAP from Imagine It! <i>(not adopted; some materials can be found online)</i>	<a href="#">Two Tickets to Freedom</a>	SS.5.1; SS.5.2; SS.5.16; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.7, W.5.8; SL.5.1, SL.5.5; L.5.1, L.5.2, L.5.4
	BAP from Open Court <i>(not adopted; some materials can be found online)</i>	<a href="#">If you Lived at the Time of the American Revolution</a>	SS.5.1; SS.5.2; SS.5.16; ; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.7, W.5.8; SL.5.1, SL.5.5; L.5.1, L.5.2, L.5.4
	CommonLit	<a href="#">The Declaration of America's Immense Offense</a>	SS.5.1; SS.5.16; RI.5.1; RI.5.2; RI.5.4; RI.5.6
	BAP	<a href="#">And Then What Happened, Paul Revere</a>	SS.5.1; SS.5.2; SS.5.16; RL.1-4; W.5.1; W.5.9; SL.5.1
	BAP	<a href="#">Katie's Trunk</a>	SS.5.16; RL.5.1-4; RF.5.3; W.5.4; W.5.9; SL.5.1
	BAP	<a href="#">James Forten</a>	SS.5.16; SS.5.34; RL.5.1-4; RL.5.6; RI.5.8; W.5.1; W.5.4; W.5.5; W.5.9; SL.5.1-2
	BAP from Storytown <i>(not adopted; some materials can be found online)</i>	<a href="#">When Washington Crossed the Delaware</a>	SS.5.1; SS.5.2; SS.5.16; ; RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.4; L.5.1, L.5.2, L.5.4
	Core Knowledge	<a href="#">CKLA Unit 7: American Revolution**</a>	This is a full multi-week unit that addresses the ELA standards in depth.

## 5<sup>TH</sup> GRADE CORE ALIGNED RESOURCES

Unit Title	Type of Resource	Name of Resource	Standards
<b>What does it Mean to be an American?</b>	Core Knowledge	<a href="#">CKHG Unit 8: The United State Constitution**</a>	This is a full multi-week unit that addresses the ELA standards in depth
	BAP from Open Court <i>(not adopted; some materials can be found online)</i>	<a href="#">Class President</a>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7; W.5.1, W.5.4, W.5.9; SL.5.1, L.5.4, L.5.5, L.5.6
<b>The Story of Early America</b>	BAP from Reading Street <i>(not adopted; some materials can be found online)</i>	<a href="#">American Slave, American Hero</a>	SS.5.1; SS.5.2 RI.5.1, RI.5.2, RI.5.3; W.5.2, W.5.4, W.5.7, W.5.9; SL.5.1, SL.5.2, SL.5.4, SL.5.5; L.5.1, L.5.2
	BAP from Imagine It! <i>(not adopted; some materials can be found online)</i>	<a href="#">Ghost Towns of the American West</a>	RI.5.1, RI.5.3, RI.5.4; W.5.2, W.5.4, W.5.6; SL.5.1; L.5.1, L.5.2, L.5.4
	Core Knowledge	<a href="#">CKHG Unit 10: Westward Expansion before the Civil War</a>	This is a full multi-week unit that addresses the ELA standards in depth
<b>Miscellaneous</b>	Close Read	<a href="#">President's Message</a>	SS.5.1; SS.5.2; RI.5.1-4&6; W.5.9; SL.5.1; L.5.4-6
	Close Read	<a href="#">Lazarus</a>	SS.5.1; SS.5.2; RL.4-5.1-4 & 6; W.4-5.9; SL.4-5.1; L.4-5.4-6.

5th Grade	Resource	Standards	Description of Resources
Financial Literacy	<a href="#">Plan, Save, Succeed! Achieving Financial Literacy Goals</a>	SL.5.1, RL.5.1, RL.5.3, <b>SS.5.36</b>	Developed by The Actuarial Foundation with Scholastic, the Plan, Save, Succeed! Program provides knowledge and skill-building activities through a fun, relatable story line about two siblings saving to buy a car. They construct a budget and learn about earnings and deductions from work, interest from saving, and the cost of credit.
	<a href="#">Interest and Bank Accounts</a>	SL.5.1, RL.5.1, RL.5.3, <b>SS.5.37</b>	In this lesson, part of the "Plan, Save, Succeed!" unit, students will learn about the differences between certificates of deposit, checking, and savings accounts. Through practicing fractions, decimals, and percentages, students will learn the difference between simple and compound interest.
	<a href="#">Saving and Investing</a>	SL.5.1, <b>SS.5.36, SS.5.37</b>	This lesson introduces students to the basics of how money grows through saving and investing. It introduces the concepts of financial risk and rates of return.
	<a href="#">Cybersecurity and Economics: Protecting Your Identity Online</a>	RL.5.6, RI.5.10, RI.5.2, SL.5.1, SL.5.2, SL.5.4 <b>SS.5.38</b>	In this lesson, students learn the do's and don'ts through the fairy tale of Little Red Riding Hood. After reading an informational text, the students identify some risky online activities and inform Red why these behaviors can be dangerous. After conducting research, the students create a flyer or poster for Red to use with her after school club where they discuss how to stop and think about risky online decisions, before they connect in order to protect their identity online.
	<a href="#">Cybersecurity and Personal Finance: Digital Footprints</a>	RL.5.6, RI.5.1 <b>SS.5.38</b>	Students examine digital footprints and how risky some of their online decisions can be. They meet Jack III, Jack and the Beanstalk's grandson, and learn how digital trails may help the Giant find Jack III. Using a video and an informational text (two Lexile levels are included) students explore risky online behaviors and decide what is risky to share online.
	<a href="#">EVERFI Vault: Understanding Money</a> Module 4: Credit & Borrowing, Module 2: Income & Careers, Module 1: Responsible Money Choices	<b>SS.5.37, SS.5.39, SS.5.36, SS.5.38</b>	<i>EVERFI is a free online resource for teachers. To use this resource, log in and create an account.</i>
	<a href="#">Private and Personal Information</a>	RI.5.1, R.5.4, RI.5.10, F.5.4a, W.5, SL.5.1, SL.5.4, SL.5.6, RL.5.3a, RL.5.6, <b>SS.5.38</b>	In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online. <i>This is a free online resource for teachers. To use this resource, log in and create an account.</i>
	<a href="#">A Reality Check: What Does it Cost to Live on Your Own?</a>	SL.5.1, <b>SS.5.36, SS.5.39</b>	It is a foregone conclusion that students want to become independent as soon as possible. However, to become independent -- to live on their own and support themselves financially (i.e. pay their own bills) -- they need to know the costs incurred. This lesson plan goes over the standard of living and directs students to think about supporting themselves.
	<a href="#">Staying Afloat Financially in the 21st Century</a>	SL.5.1, W.5.2, <b>SS.5.36, SS.5.39</b>	This lesson will help students identify how to make good decisions which will help them financially in the future. Students will identify how to take their own wants and work them into a form of a personal budget. Students will also discuss various financial scenarios and decide what course of action would be the best to follow.
	<a href="#">JA More Than Money</a> Session One: The Money Garden	SL.5.1, W.5.2, <b>SS.5.36, SS.5.37</b>	Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest. <b>*Contact your local JA office for a volunteer and programming.</b>
<a href="#">JA More Than Money</a> Session Four: Run a Business	SL.5.1, W.5.2, <b>SS.5.36, SS.5.37</b>	Students explain why financial institutions lend money and why people borrow money for their businesses. Students learn about the advantages and disadvantages of borrowing, including the need to make interest payments. They record and track financial gains and losses... <b>*Contact your local JA office for a volunteer and programming.</b>	