

Standards		Weekly Issues
Kindergarten: Children as Citizens Disciplinary Skills and Processes		
Compelling Question:	Who am I as a citizen?	Week 1: I Am a Member of a Community Week 2: What are Rules? Week 4: Learning and Working Together Week 8: Citizens Week 10: National Symbols Week 11: National Holidays
K.SP1.1	Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.	Week 27: Time
K.SP1.2	Explore how events of the past affect students' lives and community	Week 28: Changes Over Time Week 29: Comparing Children Over Time Week 30: Inventions
K.SP1.3	With prompting and support, generate questions about individuals and groups from stories shared.	Week 30: Inventions
K.SP3.1	With prompting and support, ask questions and construct responses to content studied.	Week 30: Inventions
Civics		
K.C1.1	Apply values of respect, responsibility, equality, and fairness within schools and communities.	Week 1: I Am a Member of a Community Week 2: What Are Rules? Week 3: What Are laws? Week 4: Learning and Working Together Week 8: Citizens
K.C1.2	Follow agreed upon rules for discussions when responding to others and making decisions as a group.	Week 2: What Are Rules? Week 4: Learning and Working Together
K.C1.3	Compare one's own thoughts and opinions with those of others.	Week 1: I Am a Member of a Community Week 8: Citizens Week 21: Culture
K.C2.1	Describe roles and responsibilities of people in authority.	Week 1: I Am a Member of a Community Week 2: What Are Rules? Week 5: Our Government Week 6: Government Services

Standards		Weekly Issues
K.C2.2	Explain how all people, not just official leaders, play important roles in our school and community.	Week 1: I Am a Member of a Community
K.C4.1	Explain how people work together to identify and solve problems within the classroom and school.	Week 2: What Are Rules? Week 4: Learning and Working Together
K.C4.2	Explain why rules are important within the classroom and school.	Week 2: What Are Rules?
Economics		
K.E2.1	Explain how needs, wants, and the availability of resources affect decision making.	Week 22: Needs and Wants Week 23: Goods and Services Week 24: Economic Choices Week 25: Economic Activities Week 26: Spending and Saving
K.E2.2	Identify what one gains and gives up when they make choices.	Week 24: Economic Choices
Geography		
K.G1.1	Use, explore, and construct maps, graphs and other geographical representations to support content focus.	Week 13: Map Skills Week 14: Five Themes of Geography Week 15: Location Week 16: Place: Physical Characteristics Week 17: Place: Human Characteristics Week 18: Human Environment Interaction Week 19: Movement Week 20: Types of Regions
K.G1.2	Explore locations in stories shared.	Week 15: Location
K.G2.1	Explain how water and weather impacts humans.	Week 16: Place: Physical Characteristics
History		
K.H1.1	Compare one's own culture with the culture of others.	Week 1: I Am a Member of a Community Week 21: Culture
K.H2.1	Explain the benefits of cooperation and compromise as ways to solve problems.	Week 4: Learning and Working Together

Standards		Weekly Issues
K.H4.1	Explain and explore origins of key American symbols, traditions and holidays.	Week 10: National Symbols Week 11: National Holidays
K.H4.2	Explore the stories of key historical figures through informational text and biographies.	Week 30: Inventions Week 31: Transportation Over Time

Standards		Weekly Issues
Communities: Living and Working Together Disciplinary Skills and Processes		
Compelling Question:	How do people in a community work together to make it a better place?	Week 1: Community Week 2: Rules and Laws Week 3: Principles of Democracy Week 4: Purpose and Structure of Government Week 7: Citizens Week 17: Place: Human Characteristics Week 18: Human Environment Interaction Week 21: Culture Week 28: Changes Over Time Week 30: Inventions Week 31: Transportation Over Time Week 32: Communication Over Time
1.SP1.1	Place important life events in chronological order on a timeline.	Week 27: Time
1.SP1.2	Understand how events of the past affect students' lives and communities	Week 27: Time Week 30: Inventions Week 31: Transportation Over Time Week 32: Communication Over Time
1.SP1.3	Generate questions about individuals and groups who have shaped a significant historical change.	Week 28: Changes Over Time Week 29: Comparing Children Over Time
1.SP2.1	Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	Week 12: Sources Week 21: Culture
1.SP3.1	Generate questions about issues in your community past and present.	Week 30: Inventions
1.SP3.2	With support identify evidence drawn from multiple sources to answer questions about issues in your community.	Week 30: Inventions
1.SP3.3	With support, construct and communicate solutions to issues in your community.	Week 30: Inventions
1.SP3.4	Take group or individual action to help address community issues.	Week 30: Inventions

Standards		Weekly Issues
1. SP3.5	Ask and answer questions about explanations given.	Week 30: Inventions
Civics		
1.C1.1	Apply values of respect, responsibility, equality, and fairness as a member of a community.	Week 1: Community Week 3: Principles of Democracy Week 7: Citizens
1.C1.2	Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.	Week 2: Rules and Laws
1.C1.3	Compare one's own thoughts and opinions with others' perspectives.	Week 1: Community
1.C3.1	Explain the importance of rules and laws in our community.	Week 2: Rules and Laws
1.C3.2	Explain the role and function of local governments.	Week 4: Purposes and Structures of Government
1.C3.3	Explain how community groups work to accomplish common tasks and fulfill responsibilities.	Week 1: Community Week 3: Principles of Democracy Week 7: Citizens
Economics		
1.E1.1	Identify different occupations and the skills and education needed for those jobs in our community.	Week 25: Economic Activities
1.E1.2	Describe reasons to save or spend money.	Week 26: Spending and Saving
1.E2.1	Explain how needs, wants, and availability of resources affect decision making.	Week 22: Needs and Wants
1.E2.2	Identify the benefits and costs of making various personal decisions.	Week 22: Needs and Wants Week 24: Economic Choices Week 26: Spending and Saving
1.E3.1	Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.	Week 23: Goods and Services

Standards		Weekly Issues
1.E3.2	Explain how people in our community earn income.	Week 23: Goods and Services
1.E3.3	Explain how people can be producers and consumers in our community.	Week 23: Goods and Services
Geography		
1.G1.1	Use, explore and construct maps, graphs and other geographical representations to support content focus.	Week 13: Map Skills Week 16: Place: Physical Characteristics Week 17: Place: Human Characteristics
1.G1.2	Use a grid to locate places.	Week 13: Map Skills
1.G2.1	Compare how human activities affect culture and the environment now and in the past.	Week 18: Human Environment Interaction Week 21: Culture
1.G3.1	Explain why and how people, goods, and ideas move from place to place.	Week 19: Movement
1.G3.2	Compare places past and present as it relates to content focus.	Week 30: Inventions Week 31: Transportation Over Time Week 32: Communication Over Time
History		
1.H1.1	Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).	Week 12: Sources Week 28: Changes Over Time Week 30: Inventions Week 31: Transportation Over Time Week 32: Communication Over Time
1.H2.1	Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.	Week 7: Citizens Week 32: Communication Over Time
1.H4.1	Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.	Week 9: National Symbols Week 10: National Holidays Week 11: Founders
1.H4.2	Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.	Week 27: Time Week 30: Inventions Week 31: Transportation Over Time Week 32: Communication Over Time

Standards		Weekly Issues
The World Around Me Disciplinary Skills and Processes		
Compelling Question:	How am I connected to other communities, cultures, and civilizations?	Week 1: Community Week 5: Purposes and Structure of Government Week 6: Government Services Week 7: Citizens Week 13: Culture Week 15: Map Skills Week 19: Place: Human Characteristics Week 20: Human Environment Interaction Week 22: Regions of the World Week 30: Historic Figures Week 31: Solving Problems in Your Community
2.SP1.1	Create a chronological sequence of multiple events.	Week 28: Sequencing/Chronology
2.SP1.2	Understand how events of the past affect students' lives and community.	Week 28: Sequencing/Chronology
2.SP1.3	Generate questions about individuals and groups who have shaped a significant historical change.	Week 30: Citizens Over Time
2.SP2.1	Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	Week 13: Culture Week 22: Regions of the World
2.SP2.2	Compare perspectives of people in the past to those today through stories and biographies.	Week 30-Citizens Over Time
2.SP3.1	Identify facts and concepts associated with compelling and supporting questions.	Week 32: Inquiry
2.SP3.2	Determine and use various kinds of sources to answer compelling and supporting questions.	Week 32: Inquiry
2.SP3.3	Generate questions about a source as it relates to an event or development.	Week 32: Inquiry
2.SP3.4	Gather relevant information from one or two sources.	Week 32: Inquiry

Standards		Weekly Issues
2.SP3.5	Ask and answer questions about explanations and arguments.	Week 32: Inquiry
2.SP3.6	Present a summary of an argument or explanation using print, oral, or digital technology.	Week 32: Inquiry
2.SP4.1	Generate possible reasons for an event or development.	Week 32: Inquiry
2.SP4.2	Select which reasons might be more likely than others to explain an event or development.	Week 32: Inquiry
Civics and Government		
2.C2.1	Describe roles and responsibilities of people in authority within our country and world.	Week 1: Community
2.C2.2	Explain how all people, not just official leaders, play important roles in the world.	Week 1: Community Week 3: Principles of Democracy Week 5: Purposes and Structure of Government Week 7: Citizens
2.C4.1	Explain how people work together to identify and solve problems within our world.	Week 7: Citizens
2.C4.2	Explain how rules function in public settings.	Week 2: Rules and Laws
Economics		
2.E1.1	Identify different occupations and skills needed in a global economy.	Week 26: Economic Activity
2.E1.2	Describe reasons to save or spend money.	Week 27: Economic Choices
2.E3.1	Identify and describe the goods and services that are produced around the world.	Week 23: Economic Resources
2.E3.2	Explain how people around the world earn income.	Week 26: Economic Activity
2.E3.3	Explain how people can be producers and consumers in a global economy.	Week 24: Goods and Services

Standards		Weekly Issues
2.E4.1	Describe the public services that governments provide and how they meet the needs of individuals.	Week 5: Purposes and Structure of Government Week 6: Government Services
2.E5.1	Illustrate how a country's resources determine what is produced and traded.	Week 23: Economic Resources
Geography		
2.G1.1	Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.	Week 15: Map Skills Week 18: Place: Physical Characteristics Week 19: Place: Human Characteristics
2.G1.2	Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world.	Week 15: Map Skills Week 18: Place: Physical Characteristics Week 19: Place: Human Characteristics Week 20: Human Environment Interaction
2.G2.1	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.	Week 18: Place: Physical Characteristics Week 19: Place: Human Characteristics Week 20: Human Environment Interaction Week 21: Movement Week 22: Regions of the World
2.G2.2	Describe how human activities affect the communities and the environment of places or regions.	Week 20: Human Environment Interaction
2.G2.3	Describe the positive and negative effects of using natural resources.	Week 20: Human Environment Interaction
2.G3.1	Explain why and how people, goods, and ideas move from place to place.	Week 21: Movement
2.G4.1	Identify different physical and cultural regions in the world.	Week 22: Regions of the World
History		
2.H1.1	Explain how individuals can make contributions to a civilization and/or culture in place or region studied.	Week 13: Culture Week 30: Historic Figures Week 31: Solving Problems in Your Community

Standards		Weekly Issues
2.H1.2	Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.	Week 13: Culture Week 22: Regions of the World
2.H1.3	Examine developments from the civilization and/or culture in place or region studied.	Week 30: Historic Figures
2.H3.1	Generate questions about the institutions and belief systems of different societies.	Week 28: Sequence and Chronology Week 30: Historic Figures Week 32: Inquiry

Standards		Weekly Issues
Arizona Studies Disciplinary Skills and Processes		
Compelling Question:	How does where we live shape who we are?	Week 1: Community Week 6: Citizens Week 13: Human Environment Interaction Week 14: Movement Week 16: Arizona Culture Week 17: Arizona Geography Week 18: Adapting to and Modifying Arizona Week 19: Resources Week 22: Arizona Economic Resources Week 26: Arizona's Early Cultures (Pre 1492) Week 27: Arizona's Tribal Nations Week 28: Coming to Arizona Part 1 Week 29: Coming to Arizona Part 2 Week 30: Conflict & Cooperation Week 31: Arizona Statehood
3.SP1.1	Create and use a chronological sequence of related events to compare developments that happened at the same time.	Week 25: Timelines
3.SP1.2	Compare life in specific historical time periods to life today.	Week 26: Arizona's Early Cultures (Pre 1492)
3.SP1.3	Generate questions about individuals and groups who have impacted history.	Week 27: Arizona's Tribal Nations Week 31: Arizona Statehood Week 32: Impact of Ideas
3.SP2.1	Explain why individuals and groups have different points of view on the same event.	Week 5: Conflict and Compromise Week 24: Thinking Like a Historian and Primary Sources
3.SP3.1	Develop questions about Arizona history, geography, government, and economics.	Week 3: Important Documents Week 17: Arizona Geography Week 22: Arizona Economic Resources Week 23: Introduction to Inquiry Week 28: Coming to Arizona Part 1 Week 29: Coming to Arizona Part 2
3.SP3.2	Distinguish between primary and secondary sources.	Week 24: Thinking Like a Historian and Primary Sources
3.SP3.3	Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.	Week 23: Introduction to Inquiry Week 31: Arizona Statehood

Standards		Weekly Issues
3.SP3.4	Compare information provided by various sources about Arizona.	Week 23: Introduction to Inquiry Week 31: Arizona Statehood
3.SP3.5	Generate questions about multiple historical sources.	Week 23: Introduction to Inquiry Week 24: Thinking Like a Historian and Primary Sources
3.SP3.6	Construct arguments and explanations using reasoning, examples, and details from sources.	Week 23: Introduction to Inquiry Week 24: Thinking Like a Historian and Primary Sources
3.SP3.7	Present summaries of arguments and explanations using print, oral , and digital technologies.	Week 23: Introduction to Inquiry Week 24: Thinking Like a Historian and Primary Sources
3.SP4.1	Explain probable causes and effects of events.	Week 25: Timelines Week 30: Conflict and Compromise
3.SP4.2	Summarize the central claim in a secondary source.	Week 24: Thinking Like a Historian and Primary Sources Week 30: Conflict & Cooperation
Civics		
3.C1.1	Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.	Week 2: Government Week 6: Citizens
3.C1.2	Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.	Week 2: Government Week 5: Conflict and Compromise
3.C3.1	Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments	Week 4: Structure of Government
3.C3.2	Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.	Week 1: Community Week 5: Conflict and Compromise Week 6: Citizens Week 30: Conflict & Cooperation
Economics		
3.E1.1	Describe and discuss industries and occupations that have shaped Arizona.	Week 19: Resources Week 22: Arizona Economic Resources

Standards		Weekly Issues
3.E1.2	Identify various forms of earning income in the state of Arizona.	Week 20: Producers and Consumers Week 22: Arizona Economic Resources
3.E2.1	Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.	Week 19: Resources Week 22: Arizona Economic Resources
3.E2.2	Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.	Week 14: Movement Week 21: Economic Principles Week 22: Arizona Economic Resources
Geography		
3.G1.1	Use and construct maps and graphs to represent changes in Arizona over time.	Week 8: Map Skills Week 11: Place: Physical Characteristics Week 12: Place: Human Characteristics Week 17: Arizona Geography
3.G2.1	Explain how people modify and adapt to the Arizona environment.	Week 13: Human Environment Interaction Week 18: Adapting To and Modifying Arizona
3.G3.1	Describe the movement of people in and out of Arizona over time.	Week 14: Movement
3.G4.1	Describe how Arizona has changed over time.	Week 18: Adapting To and Modifying Arizona Week 21: Economic Principles Week 22: Arizona Economic Resources Week 28: Coming to Arizona Part 1 Week 29: Coming to Arizona Part 2
History		
3.H1.1	Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.	Week 16: Arizona Culture Week 26: Arizona's Early Cultures (Pre 1492) Week 27: Arizona's Tribal Nations Week 28: Coming to Arizona PART 1 Week 29: Coming to Arizona Part 2 Week 31: Arizona Statehood
3.H2.1	Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.	Week 5: Conflict and Compromise

Standards		Weekly Issues
3.H2.2	Examine how individuals and groups have worked together throughout Arizona's history.	Week 26: Arizona's Early Cultures (Pre 1492) Week 27: Arizona's Tribal Nations Week 28: Coming to Arizona Part 1 Week 29: Coming to Arizona Part 2 Week 30: Conflict & Cooperation Week 31: Arizona Statehood
3.H3.1	Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.	Week 32: Impact of Ideas
3.H3.2	Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.	Week 30: Conflict & Cooperation Week 31: Arizona Statehood Week 32: Impact of Ideas

Standards		Weekly Issues
Regions and Cultures of the Americas Disciplinary Skills and Processes		
Compelling Question:	What impact did European exploration/colonization have on the Indigenous peoples of the Americas?	Week 22: Life in the Americas Week 23: American Indian Government and Trade Week 24: The Age of Encounters Week 25: Exploration Week 26: The Colonies and Their Founding Week 27: Jamestown Week 28: Plymouth Week 29: Colonial Life Week 30: French & Indian War Beginnings Week 31: French & Indian War Consequences
4.SP1.1	Create and use a chronological sequence of related events to compare developments that happened at the same time.	Week 16: Historical Inquiry
4.SP1.2	Compare life in specific historical time periods to life today.	Week 16: Historical Inquiry
4.SP1.3	Generate questions about individuals and groups who have shaped significant historical events.	Week 22: Life in the Americas Week 24: The Age of Encounters
4.SP2.1	Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.	Week 24: The Age of Encounters
4.SP2.2	Explain connections among historical contexts and people's perspectives at the time.	Week 16: Historical Inquiry
4.SP3.1	Develop questions about events and developments in the Americas.	Week 2: Important Documents Week 3: Bill of Rights Week 17: Historical Inquiry Sources Week 19: Examining Evidence and Communicating Conclusions Week 21: Engage in Your Own Inquiry Week 24: The Age of Encounters
4.SP3.2	Compare information provided by different sources about events and developments in the Americas.	Week 2: Important Documents Week 3: The Bill of Rights Week 17: Historical Inquiry Sources Week 19: Examining Evidence and Communicating Conclusions Week 21: Engaging in Your Own Inquiry

Standards		Weekly Issues
4.SP3.3	Generate questions about multiple sources and their relationships to events and developments in the Americas.	Week 19: Examining Evidence and Communicating Conclusions Week 21: Engaging in Your Own Inquiry
4.SP3.4	Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.	Week 17: Historical Inquiry Sources Week 19: Examining Evidence and Communicating Conclusions Week 21: Engaging in Your Own Inquiry
4.SP3.5	Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	Week 18: Developing Inquires
4.SP3.6	Present summaries of arguments and explanations using print, oral, and digital technologies.	
4.SP4.1	Explain probable causes and effects of events and developments.	Week 2: Important Documents Week 3: Bill of Rights Week 16: Timelines of Chronology
4.SP4.2	Summarize the central claim in a secondary work of history.	Week 19: Examining Evidence and Communicating Conclusions Week 21: Engaging in Your Own Inquiry
4.SP4.3	Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.	Week 16: Timelines and Chronology Week 19: Examining Evidence and Communicating Conclusions Week 21: Engaging in Your Own Inquiry
Civics		
4.C1.1	Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.	Week 1: Government Week 3: The Bill of Rights Week 4: Citizens Week 5: Founders Week 26: The Colonies and Their Founding Week 27: Jamestown
4.C2.1	Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.	Week 5: Symbols and Landmarks Week 26: The Colonies and Their Founding Week 27: Jamestown

Standards		Weekly Issues
Economics		
4.E2.1	Examine concepts of scarcity, choice, opportunity cost, and risk.	Week 12: Needs and Wants Week 14: Economic Principles Week 13: Economic Principles Week 26: The Colonies and Their Founding Week 27: Jamestown Week 29: Colonial Life
4.E3.1	Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.	Week 12: Needs and Wants Week 14: Resources Week 15: Earning Income Week 26: The Colonies and Their Founding Week 27: Jamestown Week 29: Colonial Life
Geography		
4.G1.1	Use and construct maps and graphs to represent changes in the Americas over time.	Week 6: Geography Skills Week 7: Using Geography Skills Week 8: Place Week 24: The Age of Encounters Week 25: Exploration Week 27: Jamestown Week 29: Colonial Life
4.G2.1	Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.	Week 6: Five Themes of Geography Week 9: Human Environment Interaction Week 11: Culture
4.G3.1	Explain how the location and use of resources affects human settlement and movement.	Week 6: Five Themes of Geography Week 9: Human Environment Interaction Week 10: Movement Week 22: Life in the Americas Week 24: The Age of Encounters Week 29: Colonial Life
4.G4.1	Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.	Week 12: Needs and Wants Week 14: Resources Week 25: Exploration Week 27: Jamestown

Standards		Weekly Issues
History		
4.H1.1	Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.	Week 16: Historical Inquiry Week 22: Life in the Americas Week 23: American Indian Government and Trade Week 25: Exploration Week 26: The Colonies and Their Founding Week 27: Jamestown Week 28: Plymouth Week 29: Colonial Life Week 30: Clash of Empires Week 31: Consequences of the French and Indian War
4.H2.1	Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration	Week 25: Exploration Week 27: Jamestown Week 28: Plymouth Week 29: Colonial Life Week 30: Clash of Empires Week 31: Consequences of the French and Indian War
4.H2.2	Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.	Week 25: Exploration Week 30: Clash of Empires Week 31: Consequences of the French and Indian War
4.H3.1	Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.	Week 5: Symbols and Landmarks Week 22: Life in the Americas Week 23: American Indian Government and Trade Week 25: Exploration Week 26: The Colonies and Their Founding Week 27: Jamestown Week 28: Plymouth Week 29: Colonial Life Week 30: Clash of Empires Week 31: Consequences of the French & Indian War

Standards		Weekly Issues
Inquiry and Disciplinary Skills		
Compelling Question:	How did historical events and ideas contribute to the development of the United States' unique identity?	All Weeks
5.SP1.1	Create and use a chronological sequence of related events to compare developments that happened at the same time.	Week 5: Historical Thinking Week 11: The Acts of Parliament Week 12: The Actions of Colonies Week 13: The Shot Heard Round the World Week 15: Independence and Revolution: The Military Week 21: Expansion and Growth Week 25: Compromise to Keep Slavery Legal Week 26: The Road to War
5.SP1.2	Explain how events of the past affect students' lives and society.	Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and Revolution: The People Week 15: Independence and Revolution: The Military Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 19: The New Nation Week 20: America on the Move Week 24: Abolition Week 25: Compromises to Keep Slavery Legal Week 29: Building the Peace Week 32: Industrial Revolution

Standards		Weekly Issues
5.SP1.3	Generate questions about individuals and groups who have shaped significant historical changes and continuities.	Week 5: Historical Thinking Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and Revolution: The People Week 15: Independence and Revolution: The Military Week 16: The Founders and Process Week 19: The New Nation Week 20: America on the Move Week 21: Expansion and Growth Week 23: Slavery in America Week 24: Abolition Week 26: The Road to War Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution
5.SP2.1	Explain why individuals and groups during the same historical period differed in their perspectives.	Week 5: Historical Thinking Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and the Revolution: The People Week 15: Independence and Revolution: The Military Week 16: The Founders and Process Week 19: The New Nation Week 21: Expansion and Growth Week 22: The Cherokee Nation Week 23: Slavery in America Week 24: Abolition Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution

Standards		Weekly Issues
5.SP3.1	Developing compelling and supporting questions about the United States that are open to different interpretations.	Week 6: Developing Inquires Week 8: Analyzing and Evaluating Evidence Week 9: Communicating Conclusions Week 10: Engage in Your Own Inquiry Week 15: Independence and Revolution: The Military Week 17: The Constitution Week 18: The Bill of Rights Week 26: The Road to War Week 27: The House Divided by War Week 28: Of Souls and Soldiers
5.SP3.2	Use distinguish among fact and opinion to determine the credibility of sources	Week 7: Sources Week 8: Analyzing and Evaluating Evidence Week 9: Communicating Conclusion Week 10: Engage in Your Own Inquiry Week 13: The Shot Heard Round the World Week 20: America on the Move
5.SP3.3	Compare information provided by multiple sources about events and development in the United States.	Week 7: Sources Week 10: Engage in Your Own Inquiry Week 13: The Shot Heard Round the World Week 16: The Founders and Process Week 20: America on the Move Week 21: Expansion and Growth Week 23: Slavery in America Week 27: The House Divided by War
5.SP3.4	Infer the intended audience and purpose of a source from information within the source itself.	Week 7: Sources Week 10: Engage in Your Own Inquiry Week 13: The Shot Heard Round the World Week 15: Independence and Revolution: The Military Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 26: The Road to War Week 27: The House Divided by War

Standards		Weekly Issues
5.SP3.5	Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	Week 7: Sources Week 8: analyzing Evaluating Evidence Week 9: Communicating Conclusions Week 10: Engage in Your Own Inquiry Week 14: Independence and Revolution: The People Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 22: The Cherokee Nation Week 23: Slavery in America Week 27: The House Divided by War
5.SP3.6	Construct and present arguments using claims and evidence from multiple sources.	Week 7: Sources Week 8: Analyzing and Evaluating Evidence Week 9: Communicating Conclusion Week 10: Engage in Your Own Inquiry Week 11: The Acts of Parliament Week 19: Ghee New Nation Week 22: the Cherokee Nation Week 25: Compromises to Keep Slavery Legal Week 28: Of Souls and Soldiers Week 30: Rebuilding the Union
5.SP3.7	Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	Week 7: Sources Week 10: Engage in Your Own Inquiry Week 11: The Acts of Parliament Week 12: TThe Actions of the Colonies Week 15: Independence and Revolution: The Military Week 19: The New Nation Week 22: The Cherokee Nation Week 25: Compromises to Keep Slavery Legal Week 28: Of Souls and Soldiers Week 32: Industrial Revolution

Standards		Weekly Issues
5.SP4.1	Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.	Week 11: the Acts of Parliament Week 12: The Acts of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and Revolution: The People Week 15: Independence and Revolution: The Military Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 19: The New Nation Week 20: America on the Move Week 22: The Cherokee Nation Week 24: Abolition Week 25: Compromises to Keep Slavery Legal Week 26: The Road to Revolution Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building Peace Week 30: Rebuilding the Union Week 32: Industrial Revolution
5.SP4.2	Use evidence to develop a claim about the past.	Week 14: Independence and Revolution: The People
5.SP4.3	Summarize the central claim in a secondary source.	Week 7: Sources Week 10: Engage in Your Own Inquiry
Civics		
5.C2.1	Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.	Week 1: Review of Government Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and Revolution: The People Week 15: Independence and Revolution: The Military Week 16: the Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 19: The New Nation Week 28: Of Souls and Soldiers Week 30: Rebuilding the Union Week 31: Westward Expansion

Standards		Weekly Issues
5.C3.1	Describe the origins, functions, and structure of the United States Constitution and the three branches of government.	Week 1: Review of Government Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 29: Building Peace
5.C4.1	Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.	Week 1: Review of Government Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 20: America on the Move Week 25: Compromises to keep Slavery Legal Week 26: The Road to War Week 28: Of Souls and Soldiers Week 29: Building Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution
5.C4.2	Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.	Week 1: Review of Government Week 10: Engage in Your Own Inquiry Week 17: The Constitution Week 18: The Bill of Rights
Economics		
5.E1.1	Give examples of financial risks that individuals and households face within the context of the time period studied.	Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution
5.E2.1	Compare the benefits and costs of individual choices within the context of key historical events.	Week 11: The Acts of Parliament Week 14: Independence and Revolution: The People Week 15: Independence and Revolution: the Military Week 23: Slavery in America Week 24: Abolition Week 27: The House Divided by War Week 29: Building Peace Week 31: Westward Expansion

Standards		Weekly Issues
5.E3.1	Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.	Week 3: Economic Principles Week 4: Economic Systems Week 20: America on the Move Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution
5.E4.1	Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.	Week 3: Economic Principles Week 4: Economic Systems Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 19: The New Nation Week 20: America on the Move Week 26: The Road to War Week 28: Of Souls and Soldiers Week 30: Rebuilding the Union Week 32: Industrial Revolution
5.E4.2	Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied	Week 3: Economic Principles Week 20: America on the Move Week 28: Of SOuls and Soldiers Week 29: Building the Peace Week 31: Westward Expansion Week 32: Industrial Revolution
5.E5.1	Generate questions to explain how trade leads to increasing economic interdependence on different nations.	Week 4: Economic Systems Week 12: The Actions of the Colonies Week 28: Of Souls and Soldiers
Geography		
5.G1.1	Use and construct maps and graphs to represent changes in the United States.	Week 2: Review Geography Week 15: Independence and Revolution Week 19: The New Nation Week 20: America on the Move Week 21: Expansion and Growth Week 22: The Cherokee Nation Week 26: The Road to War Week 27: The House Divided by War Week 31: Westward Expansion Week 32: Industrial Revolution
5.G2.1	Describe how natural and human-caused changes to habitats or climate can impact our world.	Week 2: Review of Geography

Standards		Weekly Issues
5.G3.1	Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.	Week 19: The New Nation Week 20: America on the Move Week 21: Expansion and Growth Week 31: Westward Expansion
5.G4.1	Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.	Week 2: Review Geography Week 11: The Acts of Parliament Week 12: The Actions of the Colonies Week 21: Expansion and Growth Week 24: Abolition Week 25: Compromises to Keep Slavery Legal Week 25: The Road to War Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union
History		
5.H2.1	Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.	Week 11: The Acts of Parliament Week 12: the Actions of the Colonies Week 13: The Shot Heard Round the World Week 14: Independence and Revolution Week 15: Independence and Revolution: the Military Week 16: The Founders and Process Week 17: The Constitution Week 18: The Bill of Rights Week 21: Expansion and Growth Week 22: The Cherokee Nation Week 23: Slavery in America Week 24: Abolition Week 25: Compromises to Keep Slavery Legal Week 26: The Road to War Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution

Standards		Weekly Issues
5.H4.1	Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.	Week 13: The Shot Heard Round the World Week 14: Independence and Revolution Week 15: Independence and Revolution: the Military Week 16: The Founders and Process Week 20: America on the Move Week 22: The Cherokee Nation Week 23: Slavery in America Week 24: Abolition Week 25: Compromises to Keep Slavery Legal Week 26: The Road to War Week 27: The House Divided by War Week 28: Of Souls and Soldiers Week 29: Building the Peace Week 30: Rebuilding the Union Week 31: Westward Expansion Week 32: Industrial Revolution

Standards		Weekly Issues
Disciplinary Skills and Processes		
6.SP1.1	Examine ways that historians and social scientists know about the past.	2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP1.2	Analyze connections among events and developments in various geographic and cultural contexts.	2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages

Standards		Weekly Issues
		22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP1.3	Classify a series of historical events and developments as examples of change and/or continuity.	2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP1.4	Evaluate the significance of past events and their effect on students' lives and society.	2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China

Standards		Weekly Issues
		15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP2.1	Explain how and why perspectives of people have changed throughout different historical eras.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP2.2	Analyze how people's perspective influenced what information is available in the historical sources they created.	2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms

Standards		Weekly Issues
		9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP3.1	Define and frame compelling and supporting questions about issues and events in the time-period and region studied.	
6.SP3.2	Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	
6.SP3.3	Classify the kinds of historical sources used in secondary interpretations.	
6.SP3.4	Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.	
6.SP3.5	Use questions generated about multiple sources to identify further areas of inquiry and additional sources.	
6.SP3.6	Construct and present arguments using claims and evidence from multiple sources.	1: Planet Earth (Geography) 2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites

Standards		Weekly Issues
		10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP3.7	Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	1: Planet Earth (Geography) 2: Earth (Geography) 3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)

Standards		Weekly Issues
6.SP4.1	Explain the multiple causes and effects of events and developments in the past.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
6.SP4.2	Organize applicable evidence into a coherent argument about the past.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance

Standards		Weekly Issues
		26: Reformation 27: Oceania 28: Wrapping it Up (Culture, Geography)
Civics		
6.C2.1	Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.	10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 21: Middle Ages 22: Crusades Bring Change
6.C4.1	Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.	4: Historic Times Begin 6: Life in Ancient Egypt 7: Pyramids 11: Greek Civilization 12: Alexander the Great 14: Ancient China 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration
6.C4.2	Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.	17: Ancient Rome: Part II 18: Germanic Tribes 21: Middle Ages 22: Crusades Bring Change
Economics		
6.E1.1	Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.	
6.E1.2	Give examples of financial risks that individuals and households face within the context of the time period and region studied.	
6.E3.1	Describe the relationship between various costs and benefits of economic production.	

Standards		Weekly Issues
6.E3.2	Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.	8: African Kingdoms 15: Ancient Japan
6.E3.3	Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.	8: African Kingdoms
6.E5.1	Describe the factors that influence trade between countries or cultures.	4: Historic Times Begin 5: People of Phoenicia 8: African Kingdoms 18: Germanic Tribes 23: Age of Exploration 27: Oceania
6.E5.2	Explain the effects of increasing economic interdependence within distinct groups.	4: Historic Times Begin 5: People of Phoenicia
Geography		
6.G1.1	Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.	1: Planet Earth (Geography) 2: Earth (Geography) 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 20: Islamic Empire 21: Middle Ages 24: Maya, Aztec, and Inca 26: Reformation
6.G2.1	Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 14: Ancient China 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 24: Maya, Aztec, and Inca
6.G3.1	Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia

Standards		Weekly Issues
		6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 12: Alexander the Great 14: Ancient China 15: Ancient Japan 20: Islamic Empire 21: Middle Ages 23: Age of Exploration 24: Maya, Aztec, and Inca 27: Oceania
6.G3.2	Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 12: Alexander the Great 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 27: Oceania
6.G4.1	Explain why environmental characteristics vary among different world regions.	4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 18: Germanic Tribes 20: Islamic Empire 21: Middle Ages 27: Oceania
6.G4.2	Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.	4: Historic Times Begin 5: People of Phoenicia 14: Ancient China

Standards		Weekly Issues
		15: Ancient Japan 16: Life in Rome 22: Crusades Bring Change 26: Reformation 27: Oceania
History		
6.H1.1	Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania
6.H1.2	Explain the causes and effects of interactions between cultures and civilizations.	3: Earliest Humans 4: Historic Times Begin 5: People of Phoenicia 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change

Standards		Weekly Issues
		23: Age of Exploration 25: The Renaissance 26: Reformation 27: Oceania
6.H2.1	Evaluate the causes and effects of conflict and resolution among different societies and cultures.	4: Historic Times Begin 5: People of Phoenicia 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration
6.H3.1	Analyze the impact of religious, government, and civic groups over time.	5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania
6.H3.2	Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.	6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites

Standards		Weekly Issues
		10: Ancient Greeks 13: Ancient India 14: Ancient China 15: Ancient Japan 16: Life in Rome 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation
6.H3.3	Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.	4: Historic Times Begin 5: People of Phoenicia 6: Life in Ancient Egypt 7: Pyramids 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 18: Germanic Tribes 19: Christianity 20: Islamic Empire 21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania
6.H4.1	Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.	4: Historic Times Begin 8: African Kingdoms 9: Ancient Israelites 10: Ancient Greeks 11: Greek Civilization 12: Alexander the Great 13: Ancient India 14: Ancient China 16: Life in Rome 17: Ancient Rome: Part II 18: Germanic Tribes 19: Christianity 20: Islamic Empire



Arizona Social Studies STANDARDS CORRELATION

6

Standards		Weekly Issues
		21: Middle Ages 22: Crusades Bring Change 23: Age of Exploration 24: Maya, Aztec, and Inca 25: The Renaissance 26: Reformation 27: Oceania

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	I Am a Member of a Community	<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>K.C1.3 Compare one's own thoughts and opinions with those of others.</p> <p>K.C2.1 Describe roles and responsibilities of people in authority.</p> <p>K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.</p> <p>K.H1.1 Compare one's own culture with the culture of others.</p>
2	What are Rules?	<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p>K.C2.1 Describe roles and responsibilities of people in authority.</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p>K.C4.2 Explain why rules are important within the classroom and school.</p>
3	What Are Laws?	<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p>
4	Learning and Working Together	<p>K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.</p> <p>K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.</p> <p>K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.</p> <p>K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.</p>
5	Our Government	<p>K.C2.1 Describe roles and responsibilities of people in authority.</p>
6	Government Services	<p>K.C2.1 Describe roles and responsibilities of people in authority.</p>

Week	Title	Standards Covered
7	Important Documents	
8	Citizens	K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities. K.C1.3 Compare one's own thoughts and opinions with those of others.
9	Patriotism	
10	National Symbols	K.H4.1 Explain and explore the origins of key American symbols, traditions, and holidays.
11	National Holidays	K.H4.1 Explain and explore the origins of key American symbols, traditions, and holidays.
12	Sources	
Unit 2: Geography		
13	Map Skills	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
14	Five Themes of Geography	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
15	Location	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. K.G1.2 Explore locations in stories shared.
16	Place: Physical Characteristics	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. K.G2.1 Explain how water and weather impacts humans.
17	Place: Human Characteristics	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
18	Human Environment Interaction	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

Week	Title	Standards Covered
19	Movement	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
20	Types of Regions	K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
21	Culture	K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction. K.C1.3 Compare one's own thoughts and opinions with those of others. K.H1.1 Compare one's own culture with the culture of others.
Unit 3: Economics		
22	Needs and Wants	K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.
23	Goods and Services	K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.
24	Economic Choices	K.E2.1 Explain how needs, wants, and the availability of resources affect decision making. K.E2.2 Identify what one gains and gives up when they make choices.
25	Economic Activities	K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.
26	Spending and Saving	K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.
Unit 4: History		
27	Time	K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.
28	Changes Over Time	K.SP1.2 Explore how events of the past affect students' lives and community.
29	Comparing Children Over Time	K.SP1.2 Explore how events of the past affect students' lives and community.

Week	Title	Standards Covered
30	Inventions	<p>K.SP1.2 Explore how events of the past affect students' lives and community.</p> <p>K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.</p> <p>K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>K.SP3.1 With prompting and support, ask questions, and construct responses to content studied.</p> <p>K.H4.2 Explore the stories of key historical figures through informational text and biographies.</p>
31	Transportation Over Time	K.H4.2 Explore the stories of key historical figures through informational text and biographies
32	Communication Over Time	

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	<p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p>1.C1.3 Compare one's own thoughts and opinions with others' perspectives.</p> <p>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p>
2	Rules and Laws	<p>1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions.</p> <p>1.C3.1 Explain the importance of rules and laws in our community.</p>
3	Principles of Democracy	<p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p>
4	Purpose and Structure of Government	1.C3.2 Explain the role and function of local governments.
5	Government Services	
6	Important Documents	
7	Citizens	<p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p> <p>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p>
8	Patriotism	
9	National Symbols	1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.
10	National Holidays	1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.

Week	Title	Standards Covered
11	Founders	1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.
12	Sources	<p>1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p>
Unit 2: Geography		
13	Map Skills	<p>1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.</p> <p>1.G1.2 Use a grid to locate places.</p>
14	Five Themes of Geography	
15	Location	
16	Place: Physical Characteristics	1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.
17	Place: Human Characteristics	1.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus.
18	Human Environment Interaction	1.G2.1 Compare how human activities affect culture and the environment now and in the past.
19	Movement	1.G3.1 Explain why and how people, goods, and ideas move from place to place.
20	Regions of Our Country	
21	Culture	<p>1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>1.G2.1 Compare how human activities affect culture and the environment now and in the past.</p>

Week	Title	Standards Covered
Unit 3: Economics		
22	Needs and Wants	<p>1.E2.1 Explain how needs, wants, and availability of resources affect decision making.</p> <p>1.E2.2 Identify the benefits and costs of making various personal decisions.</p>
23	Goods and Services	<p>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community.</p>
24	Economic Choices	<p>1.E2.2 Identify the benefits and costs of making various personal decisions.</p>
25	Economic Activities	<p>1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.</p>
26	Spending and Saving	<p>1.E1.2 Describe reasons to save or spend money.</p> <p>1.E2.2 Identify the benefits and costs of making various personal decisions.</p>
Unit 4: History		
27	Time	<p>1.SP1.1 Place important life events in chronological order on a timeline.</p> <p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p> <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>
28	Changes Over Time	<p>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p>
29	Comparing Children Over Time	<p>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p>
30	Inventions	<p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p>

Week	Title	Standards Covered
		<p>1.SP3.1 Generate questions about problems in your community past and present.</p> <p>1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about problems in your community.</p> <p>1.SP3.3 With support construct and communicate solutions to problems in your community.</p> <p>1.SP3.4 Take group or individual action to help address community problems.</p> <p>1.SP3.5 Ask and answer questions about explanations given.</p> <p>1.G3.2 Compare places past and present as it relates to content focus.</p> <p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>
31	Transportation Over Time	<p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p> <p>1.G3.2 Compare places past and present as it relates to content focus.</p> <p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>
32	Communication Over Time	<p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p> <p>1.G3.2 Compare places past and present as it relates to content focus.</p> <p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <p>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p>

Week	Title	Standards Covered
		1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	<p>2.C2.1 Describe roles and responsibilities of people in authority within our country and world.</p> <p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p>
2	Rules and Laws	2.C4.2 Explain how rules function in public settings.
3	Principles of Democracy	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.
4	Important Documents	
5	Purposes and Structure of Government	<p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p>
6	Government Services	2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.
7	Citizens	<p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p> <p>2.C4.1 Explain how people work together to identify and solve problems within our world.</p>
8	Patriotism	
9	Patriotic Symbols	
10	Memorials and Monuments	
11	National Holidays	
12	Founders	

Week	Title	Standards Covered
13	Culture	<p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p> <p>2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.</p>
14	Sources	
Unit 2: Geography		
15	Map Skills	<p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human Features.</p> <p>2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p>
16	Five Themes of Geography	
17	Location	
18	Place: Physical Characteristics	<p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p>
19	Place: Human Characteristics	<p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p>2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p> <p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p>

Week	Title	Standards Covered
20	Human Environment Interaction	<p>2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p> <p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p> <p>2.G2.2 Describe how human activities affect the communities and the environment of places or regions.</p> <p>2.G2.3 Describe the positive and negative effects of using natural resources.</p>
21	Movement	<p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p> <p>2.G3.1 Explain why and how people, goods, and ideas move from place to place.</p>
22	Regions of the World	<p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p> <p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p> <p>2.G4.1 Identify different physical and cultural regions in the world.</p> <p>2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.</p>
Unit 3: Economics		
23	Economic Resources	<p>2.E3.1 Identify and describe the goods and services that are produced around the world.</p> <p>2.E5.1 Illustrate how a country's resources determine what is produced and traded.</p>
24	Goods and Services	<p>2.E3.3 Explain how people can be producers and consumers in a global economy.</p>
25	Economic Principles	
26	Economic Activity	<p>2.E1.1 Identify different occupations and skills needed in a global economy.</p>

Week	Title	Standards Covered
		2.E3.2 Explain how people around the world earn income.
27	Economic Choices	2.E1.2 Describe reasons to save or spend money.
Unit 4: History		
28	Sequencing and Chronology	2.SP1.1 Create a chronological sequence of multiple events. 2.SP1.2 Understand how events of the past affect students' lives and community. 2.H3.1 Generate questions about the institutions and belief systems of different societies.
29	Innovations Over Time	
30	Historic Figures	2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change. 2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies. 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied. 2.H1.3 Examine developments from the civilization and/or culture in a place or region studied. 2.H3.1 Generate questions about the institutions and belief systems of different societies.
31	Solving Problems in Your Community	2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.
32	Inquiry	2.SP3.1 Identify facts and concepts associated with compelling and supporting questions. 2.SP3.2 Determine and use different kinds of sources to answer compelling and supporting questions.

Week	Title	Standards Covered
		<p>2.SP3.3 Generate questions about a particular source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> <p>2.H3.1 Generate questions about the institutions and belief systems of different societies.</p>

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
2	Government	3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. 3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.
3	Important Documents	3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
4	Structure of Government	3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.
5	Conflict and Compromise	3.SP2.1 Explain why individuals and groups have different points of view on the same event. 3.C1.2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government. 3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.
6	Citizens	3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government
7	Take A Stand	
Unit 2: Geography		
8	Map Skills	3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

Week	Title	Standards Covered
9	Five Themes of Geography	
10	Location	
11	Place: Physical Characteristics	3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
12	Place: Human Characteristics	3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
13	Human Environment Interaction	3.G2.1 Explain how people modify and adapt to the Arizona environment.
14	Movement	3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas. 3.G3.1 Describe the movement of people in and out of Arizona over time.
15	Culture	
16	Arizona Culture	3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.
17	Arizona Geography	3.SP3.1 Develop questions about Arizona history, geography, government, and economics. 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
18	Adapting to and Modifying Arizona	3.G2.1 Explain how people modify and adapt to the Arizona environment. 3.G4.1 Describe how Arizona has changed over time.
Unit 3: Economics		
19	Resources	3.E1.1 Describe and discuss industries and occupations that have shaped Arizona. 3.E2.1 Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.
20	Producers and Consumers	3.E1.2 Identify various forms of earning income in the state of Arizona.

Week	Title	Standards Covered
21	Economic Principles	<p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money. By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.</p> <p>3.G4.1 Describe how Arizona has changed over time.</p>
22	Arizona Economic Resources	<p>3.SP3.1 Develop questions about Arizona history, geography, government, and economics.</p> <p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <p>3.E1.2 Identify various forms of earning income in the state of Arizona</p> <p>3.E2.1 Explain how availability of resources affect decision making in Arizona with respect to water and other natural resources.</p> <p>3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by the movement of people, goods, and ideas.</p> <p>3.G4.1 Describe how Arizona has changed over time.</p>
Unit 4: Introduction to Inquiry		
23	Introduction to Inquiry	<p>3.SP3.1 Develop questions about Arizona history, geography, government, and economics.</p> <p>3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.</p> <p>3.SP3.4 Compare information provided by various sources about Arizona.</p> <p>3.SP3.5 Generate questions about multiple historical sources.</p> <p>3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.</p> <p>3.SP3.7 Present summaries of arguments and explanations using print, oral , and digital technologies.</p>

Week	Title	Standards Covered
24	Thinking Like a Historian and Primary Sources	<p>3.SP2.1 Explain why individuals and groups have different points of view on the same event.</p> <p>3.SP3.2 Distinguish between primary and secondary sources.</p> <p>3.SP3.5 Generate questions about multiple historical sources.</p> <p>3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.</p> <p>3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.</p> <p>3.SP4.2 Summarize the central claim in a secondary source.</p>
Unit 5: History		
25	Timelines	<p>3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>3.SP4.1 Explain probable causes and effects of events.</p>
26	Arizona's Early Cultures (Pre 1492)	<p>3.SP1.2 Compare life in specific historical time periods to life today</p> <p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.</p>
27	Arizona's Tribal Nations	<p>3.SP1.3 Generate questions about individuals and groups who have impacted history.</p> <p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.</p>
28	Coming to Arizona Part 1	<p>3.SP3.1 Develop questions about Arizona history, geography, government, and economics.</p> <p>3.G4.1 Describe how Arizona has changed over time.</p> <p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</p>

Week	Title	Standards Covered
		3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.
29	Coming to Arizona Part 2	3.SP3.1 Develop questions about Arizona history, geography, government, and economics. 3.G4.1 Describe how Arizona has changed over time. 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations 3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.
30	Conflict & Cooperation	3.SP4.1 Explain probable causes and effects of events. 3.SP4.2 Summarize the central claim in a secondary source. 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government. 3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history 3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.
31	Arizona Statehood	3.SP1.3 Generate questions about individuals and groups who have impacted history. 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona. 3.SP3.4 Compare information provided by different sources about Arizona. 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. 3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history. 3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.
32	Impact of Ideas	3.SP1.3 Generate questions about individuals and groups who have impacted history

Week	Title	Standards Covered
		<p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p> <p>3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.</p>

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Government	4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
2	Important Documents	4.SP3.1 Develop questions about events and developments in the Americas. 4.SP3.2 Compare information provided by different sources about events and developments in the Americas. 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas. 4.SP4.1 Explain probable causes and effects of events and developments. 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
3	The Bill of Rights	4.SP3.1 Develop questions about events and developments in the Americas. 4.SP3.2 Compare information provided by different sources about events and developments in the Americas. 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas. 4.SP4.1 Explain probable causes and effects of events and developments 4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas. 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights
4	Citizens	4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
5	Symbols and Landmarks	4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas. 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.

Week	Title	Standards Covered
		4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
Unit 2: Geography		
6	Geography Skills	4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
7	Using Geography Skills	4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
8	Place	4.G1.1 Use and construct maps and graphs to represent change in the Americas over time.
9	Human Environment Interaction	4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
10	Movement	4.G3.1 Explain how the location and use of resources affects human settlement and movement.
11	Culture	4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
Unit 3: Economics		
12	Needs and Wants	4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk. 4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements.
13	Economic Principles	4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.

Week	Title	Standards Covered
14	Resources	<p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements. Key concepts include but are not limited to trade, mercantilism, and the development of new technologies, and the use of natural resources.</p>
15	Earning Income	<p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p>
Unit 4: Inquiry		
16	Timelines and Chronology	<p>4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>4.SP1.2 Compare life in specific historical time periods to life today.</p> <p>4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.</p> <p>4.SP4.1 Explain probable cause and effects of events and developments.</p> <p>4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p>
17	Historical Inquiry Sources	<p>4.SP3.1 Develop questions about events and developments in the Americas.</p> <p>4.SP3.2 Compare information provided by different sources about events and developments in the Americas.</p> <p>4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.</p>
18	Developing Inquires	<p>4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.</p> <p>4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies, about the causes and effects of events.</p>

Week	Title	Standards Covered
19	Examining Evidence and Communicating Conclusions	<p>4.SP3.1 Develop questions about events and developments in the Americas.</p> <p>4.SP3.2 Compare information provided by different sources about events and developments in the Americas.</p> <p>4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.</p> <p>4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.</p> <p>4.SP4.2 Summarize the central claim in a secondary work of history.</p> <p>4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.</p>
20	Taking Action	
21	Engaging in Your Own Inquiry	<p>4.SP3.1 Develop questions about events and developments in the Americas.</p> <p>4.SP3.2 Compare information provided by different sources about events and developments in the Americas.</p> <p>4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.</p> <p>4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.</p> <p>4.SP4.2 Summarize the central claim in a secondary work of history.</p> <p>4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.</p>
22	Life in the Americas	<p>4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p>

Week	Title	Standards Covered
		4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
23	American Indian Government and Trade	4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
24	The Age of Encounters	4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events, 4.SP2.1 Explain why individuals and groups during the same historical time period differed in their perspectives on issues and events. 4.SP3.1 Develop questions about events and developments in the Americas. 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
25	Exploration	4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements. 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration. 4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians. 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.

Week	Title	Standards Covered
26	The Colonies and Their Founding	<p>4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.</p> <p>4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>
27	Jamestown	<p>4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.</p> <p>4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>

Week	Title	Standards Covered
28	Plymouth	<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>
29	Colonial Life	<p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>
30	Clash of the Empires	<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.</p> <p>4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>

Week	Title	Standards Covered
31	Consequences of the French & Indian War	<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration.</p> <p>4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>
32	Year in Review	

Week	Title	Standards Covered
Unit 1: Government and Geography		
1	Review of Government	<p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.</p>
2	Review of Geography	<p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p>5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p>
Unit 2: Economics		
3	Economic Principles	<p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.</p>
4	Economic Systems	<p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied.</p>

Week	Title	Standards Covered
		5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.
Unit 3: Inquiry		
5	Historical Thinking	5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives
6	Developing Inquiries	5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
7	Sources	5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources. 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States. 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself. 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source. 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources. 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data 5.SP4.3 Summarize the central claim in a secondary source.
8	Analyzing and Evaluating Evidence	5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations. 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources. 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

Week	Title	Standards Covered
		5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
9	Communicating Conclusions	<p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>
10	Engage in Your Own Inquiry	<p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.3 Summarize the central claim in a secondary source.</p> <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.</p>
Unit 4: Road to Revolution		

Week	Title	Standards Covered
11	The Acts of Parliament	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p>
12	The Actions of the Colonies	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped</p>

Week	Title	Standards Covered
		<p>significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p>
13	The Shot Heard Round the World	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p>

Week	Title	Standards Covered
		<p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Unit 5: Revolution		
14	Independence and Revolution: The People	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.SP4.2 Use evidence to develop a claim about the past.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups</p>

Week	Title	Standards Covered
		(racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
15	Independence and Revolution: The Military	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Unit 6: The New Nation		
16	The Founders and Process	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>

Week	Title	Standards Covered
		<p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
17	The Constitution	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments</p>

Week	Title	Standards Covered
		<p>in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p>
18	The Bill of Rights	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms</p>

Week	Title	Standards Covered
		and schools. 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
19	The New Nation	5.SP1.2 Explain how events of the past affect students' lives and society. 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources. 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data. 5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization. 5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied 5.G1.1 Use and construct maps and graphs to represent changes in the United States 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
Unit 7: The Nation Grows		
20	America on the Move	5.SP1.2 Explain how events of the past affect students' lives and society. 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources. 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.

Week	Title	Standards Covered
		<p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States</p> <p>5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
21	Expansion and Growth	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States</p> <p>5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements</p>

Week	Title	Standards Covered
		<p>and migration.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p>
22	The Cherokee Nation	<p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical time frame.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Unit 8: The Nation Divides		
23	Slavery in America	<p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p> <p>5.SP3.5 Use information about a historical source including the author, date,</p>

Week	Title	Standards Covered
		<p>place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
24	Abolition	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
25	Compromises to Keep Slavery Legal	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>

Week	Title	Standards Covered
		<p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Unit 9: The American Civil War		
26	The Road to War	<p>5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being</p>

Week	Title	Standards Covered
		<p>studied</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
27	The House Divided by War	<p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.</p> <p>5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.</p> <p>5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with</p>

Week	Title	Standards Covered
		<p>nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
28	Of Souls and Soldiers	<p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.</p>

Week	Title	Standards Covered
		<p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p>
Unit 10: Reconstruction of the Union		
29	Building the Peace	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United</p>

Week	Title	Standards Covered
		States' multicultural society within the historical timeframe.
30	Rebuilding the Union	<p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
Unit 11: Expansion and Migration		
31	Westward Expansion	5.SP1.3 Generate questions about individuals and groups who have shaped

Week	Title	Standards Covered
		<p>significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p> <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States</p> <p>5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>
32	Industrial Revolution	<p>5.SP1.2 Explain how events of the past affect students' lives and society.</p> <p>5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives</p>

Week	Title	Standards Covered
		<p>5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization</p> <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied</p> <p>5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <p>5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>

Week	Title	Standards Covered
World History		
1	Planet Earth (Geography)	<p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p>
2	Earth (Geography)	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p>
3	Earliest Humans	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p>

Week	Title	Standards Covered
		<p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p>
4	Historic Times Begin	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p>

Week	Title	Standards Covered
		<p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>

Week	Title	Standards Covered
5	People of Phoenicia	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p>

Week	Title	Standards Covered
		<p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>
6	Life in Ancient Egypt	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p>

Week	Title	Standards Covered
		<p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>
7	Pyramids	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p>

Week	Title	Standards Covered
		<p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>
8	African Kingdoms	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p>

Week	Title	Standards Covered
		<p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>

Week	Title	Standards Covered
9	Ancient Israelites	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p>

Week	Title	Standards Covered
		<p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
10	Ancient Greeks	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>

Week	Title	Standards Covered
		<p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
11	Greek Civilization	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>

Week	Title	Standards Covered
		<p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
12	Alexander the Great	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p>

Week	Title	Standards Covered
		<p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
13	Ancient India	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p>

Week	Title	Standards Covered
		<p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>

Week	Title	Standards Covered
14	Ancient China	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p>

Week	Title	Standards Covered
		<p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
15	Ancient Japan	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p>

Week	Title	Standards Covered
		<p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p>
16	Life in Rome	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>

Week	Title	Standards Covered
		<p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
17	Ancient Rome: Part II	<p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p>

Week	Title	Standards Covered
		<p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
18	Germanic Tribes	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>

Week	Title	Standards Covered
		<p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>

Week	Title	Standards Covered
19	Christianity	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>

Week	Title	Standards Covered
		<p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
20	Islamic Empire	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p>

Week	Title	Standards Covered
		<p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
21	Middle Ages	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p>

Week	Title	Standards Covered
		<p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
22	Crusades Bring Change	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p>

Week	Title	Standards Covered
		<p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>

Week	Title	Standards Covered
		6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.
23	Age of Exploration	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p>

Week	Title	Standards Covered
		<p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
24	Maya, Aztec, and Inca	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p>

Week	Title	Standards Covered
		<p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
25	The Renaissance	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p>

Week	Title	Standards Covered
		<p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
26	Reformation	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p>

Week	Title	Standards Covered
		<p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
27	Oceania	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>

Week	Title	Standards Covered
		<p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>
28	Wrapping it Up (Culture, Geography)	<p>6.SP1.1 Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.</p> <p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p> <p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p>



Arizona Social Studies

SCOPE & SEQUENCE

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Week	Title	Standards Covered
		<p>6.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p>