

Standards		Weekly Issues
History - Social Science (HSS-(60))		
HSS-(60) SS.1.1	Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	Week 2: All About Me Week 4: Family and Friends Week 9: Maps Week 13: Giving Thanks Week 17: Celebrations Week 18: Stories From Around the World Week 19: All Together Now Week 20: Many Cultures
HSS-(60) SS.2.1	Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	Week 1: School Rules Week 5: In the Neighborhood Week 6: Workers and Helpers Week 7: Staying Healthy Week 20: Many Cultures Week 30: Making, Buying, and Selling Week 31: Jobs and Money Week 32: Farms and Food Sources Week 36: What's Next?
HSS-(60) SS.3.1	Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	Week 1: School Rules Week 6: Workers and Helpers Week 7: Staying Healthy
HSS-(60) C.1.1	Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority	Week 1: School Rules Week 4: Family and Friends Week 8: Staying Safe Week 19: All Together Now Week 23: Symbols of Unity Week 36: What's Next?
HSS-(60) C.2.1	Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	Week 8: Staying Safe Week 23: Symbols of Unity
HSS-(60) C.3.1	Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	Week 3: Feelings Week 4: Family and Friends Week 17: Celebrations Week 19: All Together Now Week 36: What's Next?
HSS-(60) C.4.1	More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	Week 4: Family and Friends Week 36: What's Next?

Standards		Weekly Issues
HSS-(60) H.1.1	Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	Week 21: Past, Present, Future Week 23: Symbols of Unity
HSS-(60) H.2.1	Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	Week 21: Past, Present, Future
HSS-(60) H.3.1	Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	Week 21: Past, Present, Future Week 36: What's Next?
HSS-(60) H.4.1	Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	Week 5: in the Neighborhood Week 18: Stories From Around the World Week 21: Past, Present, and Future Week 23: Symbols of Unity Week 25: Solving Problems Week 27: Forces and Motion Week 36: What's Next
HSS-(60) GE.1.1	Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	Week 5: in the Neighborhood Week 6: Workers and Helpers Week 7: Staying Healthy Week 9: Maps Week 10: Land and Water Week 22: Going Places
HSS-(60) GE.2.1	Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	Week 10: Land and Water Week 11: Living Things Week 30: Making, Buying, and Selling
HSS-(60) GE.3.1	Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	Week 5: in the Neighborhood Week 9: Maps Week 10: Land and Water Week 11: Living Things Week 18: Stories From Around the World Week 22: Going Places
HSS-(60) E.1.1	Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	Week 5: in the Neighborhood Week 6: Workers and Helpers Week 7: Staying Healthy Week 30: Making, Buying, and Selling Week 31: Jobs and Money

Standards		Weekly Issues
Science (SCI-(60))		
SCI-(60) SI.1.1	Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	Week 9: Maps Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 15: Weather Seasons Week 24: Look, Explore, Learn Week 25: Solving Problems Week 35: Patterns
SCI-(60) SI.1.2	Observe objects and events in the environment and describe them in greater detail.	Week 7: Staying Healthy Week 9: Maps Week 10: Land and Water Week 15: Weather and Seasons Week 24: Look, Explore, Learn Week 35: Patterns
SCI-(60) SI.1.3	Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	Week 6: Workers and Helpers Week 9: Maps Week 12: Outer Space Week 24: Look, Explore, Learn Week 25: Solving Problems Week 35: Patterns
SCI-(60) SI.1.4	Compare and contrast objects and events and describe similarities and differences in greater detail.	Week 10: Land and Water Week 35: Patterns
SCI-(60) SI.1.5	Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	Week 24: Look, Explore, Learn
SCI-(60) SI.1.6	Demonstrate an increased ability to make inferences and form generalizations based on evidence.	Week 26: A World of Things Week 27: Forces and Motion
SCI-(60) SI.2.1	Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	Week 4: Family and Friends Week 9: Maps Week 12: Outer Space Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime
SCI-(60)	Share findings and explanations, which may be correct or	Week 9: Maps

Standards		Weekly Issues
SI.2.2	incorrect, more spontaneously and with greater detail.	Week 24: Look, Explore, Learn Week 25: Solving Problems Week 26: A World of Things Week 27: Forces and Motion Week 28: Life Cycles Week 29: Springtime
SCI-(60) P.1.1	Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Week 26: A World of Things
SCI-(60) P.2.1	Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	Week 26: A World of Things
SCI-(60) P.2.2	Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	Week 22: Going Places Week 27: Forces and Motion
SCI-(60) L.1.1	Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	Week 9: Maps Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 16: Wintertime Week 24: Look, Explore, Learn Week 25: Solving Problems Week 28: Life Cycles Week 29: Springtime Week 32: Farms and Food Sources Week 33: Habitats Week 34: Awesome Animals Week 35: Patterns
SCI-(60) L.1.2	Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Week 2: All About Me Week 28: Life Cycles Week 34: Awesome Animals
SCI-(60) L.1.3	Recognize that living things have habitats in different environments suited to their unique needs.	
SCI-(60) L.1.4	Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that	Week 11: Living Things Week 28: Life Cycles

Standards		Weekly Issues
	living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	
SCI-(60) L.2.1	Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	Week 16: Wintertime Week 28: Life Cycles
SCI-(60) L.2.2	Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	Week 10: Land and Water Week 11: Living Things Week 16: Wintertime Week 28: Life Cycles Week 29: Springtime Week 33: Habitats Week 34: Awesome Animals
SCI-(60) E.1.1	Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Week 9: Maps Week 10: Land and Water Week 11: Living Things Week 12: Outer Space Week 14: The Sun and the Moon Week 26: A World of Things Week 29: Springtime
SCI-(60) E.2.1	Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	Week 12: Outer Space Week 14: The Sun and the Moon
SCI-(60) E.2.2	Demonstrate an increased ability to observe, describe, and discuss changes in weather.	Week 15: Weather and Seasons Week 16: Wintertime Week 29: Springtime
SCI-(60) E.2.3	Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	Week 15: Weather and Seasons Week 16: Wintertime Week 17: Celebrations Week 29: Springtime
SCI-(60) E.2.4	Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	Week 6: Workers and helpers Week 9: Maps Week 10: Land and Water Week 11: Living Things Week 28: Life Cycles
Social-Emotional Development (SED-(60))		

Standards		Weekly Issues
SED-(60) S.1.1	Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	Week 2: All About Me Week 4: Family and Friends Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water
SED-(60) S.2.1	Regulate their attention, thought feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Week 3: Feelings
SED-(60) S.3.1	Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	Week 3: Feelings Week 4: Family and Friends Week 9: Maps
SED-(60) S.4.1	Respond to another's distress and needs with sympathetic caring and are more likely to assist.	Week 3: Feelings
SED-(60) S.5.1	Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	Week 1: School Rules Week 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood Week 9: Maps Week 25: Solving Problems Week 26: A World of Things
SED-(60) SI.1.1	Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	Week 1: School Rules Week 9: Maps
SED-(60) SI.2.1	More actively and intentionally cooperate with each other.	Week 1: School Rules Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers
SED-(60) SI.2.2	Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	Week 4: Family and Friends Week 5: In the Neighborhood
SED-(60) SI.2.3	Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Week 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood
SED-(60) SI.3.1	Participate positively and cooperatively as group members.	
SED-(60) SI.4.1	Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think	Week 4: Family and Friends

Standards		Weekly Issues
	approvingly of themselves.	
SED-(60) R.1.1	Take greater initiative in seeking support from their primary family attachment figures.	
SED-(60) R.1.2	Contribute to positive mutual cooperation with their primary family attachment figures.	
SED-(60) R.1.3	After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	
SED-(60) R.2.1	Take greater initiative in seeking the support of their primary teachers and caregivers.	
SED-(60) R.2.2	Contribute to positive mutual cooperation with primary teachers and caregivers.	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps
SED-(60) R.3.1	Friendships are more reciprocal, exclusive, and enduring.	Week 4: Family and Friends
Language and Literacy (L&L-(60))		
L&L-(60) LS.1.1	Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	Week 10: Land and Water
L&L-(60) LS.1.2	Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	
L&L-(60) LS.1.3	Use accepted language and style during communication with both familiar and unfamiliar adults and children.	
L&L-(60) LS.1.4	Use language to construct extended narratives that are real or fictional.	Week 5: In the Neighborhood Week 9: Maps
L&L-(60) LS.2.1	Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Week 10: Land and Water
L&L-(60) LS.2.2	Understand and use accepted words for categories of objects encountered in everyday life.	Week 6: Workers and Helpers Week 7: Staying Healthy

Standards		Weekly Issues
L&L-(60) LS.2.3	Understand and use both simple and complex words that describe the relations between objects.	Week 3: Feelings Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water
L&L-(60) LS.3.1	Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	
L&L-(60) LS.3.2	Understand and typically use age-appropriate grammar, including accepted words forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.	Week 10: Land and Water Week 27: Forces and Motion
L&L-(60) R.1.1	Display appropriate book-handling behaviors and knowledge of print conventions.	
L&L-(60) R.1.2	Understand that print is something that is read and has specific meaning.	Week 1: School Rules Week 3: Feelings
L&L-(60) R.2.1	Orally blend and delete words and syllables without the support of pictures or objects.	Week 2: All About Me Week 4: Family and Friends Week 5: In the Neighborhood Week 10: Land and Water
L&L-(60) R.2.2	Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	
L&L-(60) R.3.1	Recognize own name or other common words in print. 1	Week 1: School Rules
L&L-(60) R.3.2	Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water
L&L-(60) R.3.3	Begin to recognize that letters have sounds.	Week 1: School Rules Week 3: Feelings Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water

Standards		Weekly Issues
L&L-(60) R.4.1	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.	Week 1: School Rules Week 2: All About Me Week 3: Feelings Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 18: Stories From Around the World
L&L-(60) R.4.2	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	Week 18: Stories From Around the World
L&L-(60) R.5.1	Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.	Week 9: Maps Week 18: Stories From Around the World
L&L-(60) R.5.2	Engage in more complex routines associated with literacy activities.	
L&L-(60) W.1.1	Adjust grasp and body position for increased control in drawing and writing	Week 1: School Rules Week 2: All About Me
L&L-(60) W.1.2	Write letters or letter-like shapes to represent words or ideas.	
L&L-(60) W.1.3	Write first name nearly correctly.	Week 2: All About Me
Mathematics (MAT-(60))		
MAT-(60) NS.1.1	Recite numbers in order to twenty with increasing accuracy.	Week 2: All About Me Week 4: Family and Friends
MAT-(60) NS.1.2	Recognize and know the name of some written numerals.	Week 6: Workers and Helpers Week 10: Land and Water
MAT-(60) NS.1.3	Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	
MAT-(60) NS.1.4	Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Week 2: All About Me Week 10: Land and Water
MAT-(60) NS.1.5	Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	Week 10: Land and Water

Standards		Weekly Issues
MAT-(60) NS.2.1	Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	Week 2: All About Me Week 5: In the Neighborhood
MAT-(60) NS.2.2	Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	
MAT-(60) NS.2.3	Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	
MAT-(60) NS.2.4	Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	
MAT-(60) AF.1.1	Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 23: Symbols of Unity Week 35: Patterns
MAT-(60) AF.2.1	Recognize and duplicate simple repeating patterns.	Week 9: Maps Week 23: Symbols of Unity
MAT-(60) AF.2.2	Begin to extend and create simple repeating patterns.	Week 5: In the Neighborhood Week 9: Maps Week 23: Symbols of Unity
MAT-(60) M.1.1	Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	Week 5: In the Neighborhood Week 10: Land and Water
MAT-(60) M.1.2	Order four or more objects by size.	Week 4: Family and Friends Week 5: In the Neighborhood Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water Week 23: Symbols of Unity
MAT-(60) M.1.3	Measure length using multiple duplicates of the same-size concrete units laid end to end.	
MAT-(60) G.1.1	Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Week 1: School Rules Week 4: Family and Friends Week 5: In the Neighborhood

Standards		Weekly Issues
		Week 23: Symbols of Unity
MAT-(60) G.1.2	Combine different shapes to create a picture or design.	Week 23: Symbols of Unity
MAT-(60) G.2.1	Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Week 5: In the Neighborhood Week 9: Maps Week 22: Going Places
MAT-(60) MR.1.1	Identify and apply a variety of mathematical strategies to solve problems in their environment.	
Visual and Performing Arts (VPA-(60))		
VPA-(60) V.1.1	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	Week 10: Land and Water
VPA-(60) V.1.2	Begin to plan art and show increasing care and persistence in completing it.	
VPA-(60) V.1.3	Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	
VPA-(60) V.1.4	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	
VPA-(60) V.2.1	Draw single circle and add lines to create representations of people and things.	
VPA-(60) V.2.2	Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Week 5: In the Neighborhood Week 6: Workers and Helpers Week 10: Land and Water
VPA-(60) V.2.3	Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Week 3: Feelings Week 5: In the Neighborhood Week 25: Solving Problems Week 26: A World of Things
VPA-(60) V.2.4	Use paper and other materials to make two- and three-dimensional assembled works.	Week 5: In the Neighborhood Week 25: Solving Problems
VPA-(60) V.2.5	Recognize and name materials and tools used for visual arts.	Week 25: Solving Problems

Standards		Weekly Issues
VPA-(60) V.2.6	Demonstrate increasing coordination and motor control when working with visual arts tools.	
VPA-(60) V.3.1	Intentionally create content in a work of art.	Week 3: Feelings Week 6: Workers and Helpers
VPA-(60) V.3.2	Draw more detailed figures or objects with more control of line and shape.	
VPA-(60) V.3.3	Use intensity of marks and color more frequently to express a feeling or mood.	
VPA-(60) M.1.1	Verbally reflect on music and describe music by using an expanded vocabulary.	
VPA-(60) M.1.2	Demonstrate more complex repeating melody and rhythm patterns.	Week 9: Maps
VPA-(60) M.1.3	Identify the sources of a wider variety of music and music-like sounds.	
VPA-(60) M.1.4	Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	Week 1: School Rules Week 6: Workers and Helpers Week 10: Land and Water
VPA-(60) M.2.1	Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	Week 5: In the Neighborhood Week 6: Workers and Helpers
VPA-(60) M.2.2	Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	Week 9: Maps Week 10: Land and Water
VPA-(60) M.3.1	Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	Week 10: Land and Water Week 25: Solving Problems
VPA-(60) M.3.2	Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	
VPA-(60) M.3.3	Explore, improvise, and create brief melodies with voice or instrument.	

Standards		Weekly Issues
VPA-(60) DR.1.1	Demonstrate a broader understanding of drama vocabulary.	
VPA-(60) DR.1.2	Explain preferences and interests related to participating in drama.	
VPA-(60) DR.1.3	Demonstrate knowledge of extended plot and conflict of a participatory drama.	
VPA-(60) DR.2.1	Demonstrate extended role-play skills with increased imagination and creativity.	Week 3: Feelings
VPA-(60) DR.2.2	Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Week 3: Feelings Week 6: Workers and Helpers Week 9: Maps Week 10: Land and Water
VPA-(60) DA.1.1	Further engage and participate in dance movements.	
VPA-(60) DA.1.2	Connect dance terminology with demonstrated steps.	
VPA-(60) DA.1.3	Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	
VPA-(60) DA.1.4	Use understanding of different steps and movements to create or form a dance.	
VPA-(60) DA.2.1	Continue to develop awareness of body in space.	Week 2: All About Me Week 3: Feelings Week 5: In the Neighborhood Week 7: Staying Healthy Week 10: Land and Water Week 22: Going Places
VPA-(60) DA.2.2	Show advanced awareness and coordination of movement with other people in dance or when moving in space.	Week 4: Family and Friends Week 5: In the Neighborhood
VPA-(60) DA.2.3	Demonstrate some advanced skills in responding to tempo and timing through movement.	
VPA-(60) DA.3.1	Extend understanding and skills for acting out and dramatizing through music and movement patterns.	

Standards		Weekly Issues
VPA-(60) DA.3.2	Invent and recreate dance movements.	Week 6: Workers and Helpers
VPA-(60) DA.3.3	Improvise more complex dances that have a beginning, middle, and an end.	
VPA-(60) DA.3.4	Communicate and express feelings intentionally through dance.	Week 3: Feelings
Physical Development (PHD-(60))		
PHD-(60) FM.1.1	Show increasing balance and control when holding still.	
PHD-(60) FM.1.2	Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	
PHD-(60) FM.2.1	Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	Week 1: School Rules
PHD-(60) FM.2.2	Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	
PHD-(60) FM.2.3	Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	
PHD-(60) FM.2.4	Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Week 6: Workers and Helpers Week 9: Maps
PHD-(60) FM.3.1	Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Week 6: Workers and Helpers
PHD-(60) FM.3.2	Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Week 5: In the Neighborhood
PHD-(60) PM.1.1	Demonstrate knowledge of an increasing number of body parts.	Week 3: Feelings Week 7: Staying Healthy
PHD-(60) PM.2.1	Use own body, general space, and other people's space when locating or relating to other people or objects in space.	Week 7: Staying Healthy Week 22: Going Places

Standards		Weekly Issues
PHD-(60) PM.3.1	Begin to understand and distinguish between the sides of the body.	Week 3: Feelings Week 7: Staying Healthy Week 22: Going Places
PHD-(60) PM.3.2	Can change directions quickly and accurately.	
PHD-(60) PM.3.3	Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	Week 3: Feelings Week 7: Staying Healthy
PHD-(60) PM.3.4	Demonstrate more precision and efficiency during two-handed fine motor activities.	
PHD-(60) AP.1.1	Initiate more complex physical activities for a sustained period of time.	
PHD-(60) AP.2.1	Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	
PHD-(60) AP.3.1	Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	
Health (HEA-(60))		
HEA-(60) H.1.1	Demonstrate knowledge of more steps in the handwashing routine.	Week 7: Staying Healthy
HEA-(60) H.1.2	Begin to independently practice health habits that prevent infections, disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	Week 7: Staying Healthy
HEA-(60) H.2.1	Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	Week 7: Staying Healthy
HEA-(60) H.3.1	Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	Week 7: Staying Healthy
HEA-(60) H.3.2	Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	Week 6: Workers and Helpers Week 7: Staying Healthy
HEA-(60)	Communicate to an adult about not feeling well, feeling	Week 7: Staying Healthy

Standards		Weekly Issues
H.3.3	uncomfortable , or about a special health need, with more specificity and reliability.	
HEA-(60) H.4.1	Practice sun-safe actions with decreasing adult support and guidance.	Week 7: Staying Healthy
HEA-(60) S.1.1	Follow safety rules more independently though may still need adult support and prompting.	Week 1: School Rules Week 8: Staying Safe
HEA-(60) S.1.2	Demonstrate increased ability to follow emergency routines after instruction and practice.	Week 8: Staying Safe
HEA-(60) S.1.3	Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	
HEA-(60) N.1.1	Identify a larger variety of foods and may know some of the related food groups.	Week 7: Staying Healthy Week 20: Many Cultures
HEA-(60) N.2.1	Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	Week 7: Staying Healthy Week 20: Many Cultures
HEA-(60) N.2.2	Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	Week 7: Staying Healthy Week 20: Many Cultures
HEA-(60) N.3.1	Indicate greater awareness of own hunger and fullness.	Week 7: Staying Healthy

Standards		Weekly Issues
Kindergarten- Together Now and Long Ago		
K.1	Students understand that being a good citizen involves acting in certain ways.	Unit 1-Learning and Working Together Unit 7- Culture and Storytelling
K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	2- What Are Rules?
K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	6- Characteristics of Active Citizens
K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	27- Learning From Stories 28- Inquiry: Learning From Stories
K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	Unit 2- Symbols and Celebrations 7- Patriotism 8- National Symbols 9- California State Symbols
K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	Unit 5- Reaching Out to Times Past 22- Work Long Ago and Today
K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	Unit 1- Learning and Working Together Unit 3- Geography of the Neighborhood 14- Physical Characteristics of a Place 16- Human Characteristics of a Place
K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	12- Location 13- Finding Places Around Me
K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	6- Characteristics of Active Citizens 11- Map Skills 14- Physical Characteristics of a Place
K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	11- Map Skills 16- Human Characteristics of a Place

Standards		Weekly Issues
K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	11- Map Skills 12- Location 13- Finding Places Around Me 16- Human Characteristics of a Place 17- My Neighborhood
K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	15- Resources
K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Unit 4: Time and Chronology 18- Calendars
K.6	Students understand that history relates to events, people, and places of other times.	Unit 1: Learning and Working Together Unit 2: Symbols and Celebrations Unit 5- Reaching Out to Times Past 20- Changes Over Time
K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	10- National Patriotic Symbols
K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	6- Characteristics of Active Citizens
K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	21- Life Long Ago and Today 22- Work Long Ago and Today 24- Transportation Over Time 25- Communication Over Time

Standards		Weekly Issues
First Grade- My Place in Time and Space		
1.1	Students describe the rights and individual responsibilities of citizenship.	Unit 1- Rights and Responsibilities of Citizenship 1- Community
1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	4- Our Government
1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	2- Rules and Laws 3- Principles of Democracy
1.2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	Unit 3- Geography and the Community 12- Location 13- Physical Characteristics of a Place 14- Human Characteristics of a Place
1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	11- Map Skills 16- Geography of California 17- Geography of My Community
1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	17- Geography of My Community
1.2.3	Construct a simple map, using cardinal directions and map symbols.	11- Map Skills 14- Human Characteristics of a Place
1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	15- Adapting to Our Location 16- Geography of California 17- Geography of My Community
1.3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	Unit 2: Symbols, Icons, and Traditions of the United States 9- California State Symbols
1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").	7- Patriotism

Standards		Weekly Issues
1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	10- National Holidays
1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	5- Important Documents 6- Founders 7- Patriotism 8- National Symbols
1.4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	Unit 4: Life Today and Long Ago 19- Changes Over Time 22- Transportation Over Time 23- Communication Over Time
1.4.1	Examine the structure of schools and communities in the past.	19- Changes Over Time 20- Life Long Ago and Today
1.4.2	Study transportation methods of earlier days.	22- Transportation Over Time
1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	20- Life Long Ago and Today
1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	Unit 5: Cultural Literacy
1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	24- Culture 25- One State, Many People
1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	25- One State, Many People
1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	24- Culture 25- One State, Many People 26- Folktales and Legends
1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	Unit 6- Economics

Standards		Weekly Issues
1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.	28- Economics
1.6.1	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	29- Economic Choices

Standards		Weekly Issues
Second Grade- People Who Make A Difference		
2.1	Students differentiate between things that happened long ago and things that happened yesterday.	Unit 1- Families Today and in the Past 3- Thinking Like a Historian 5- What is Inquiry? 6- Family History Inquiry 8- Your Family Culture
2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	3- Thinking Like a Historian 4- Sequencing and Chronology 6- Family History Inquiry 8- Your Family Culture
2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	6- Family History Inquiry 8- Your Family Culture
2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).	4- Sequencing and Chronology
2.2	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	Unit 3- Geography and Mapping Skills 19- Maps 20- Location
2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	Unit 3- Geography and Mapping Skills 20- Location 21- Place: Physical Characteristics
2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Unit 3- Geography and Mapping Skills 19- Maps 21- Place: Physical Characteristics
2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	Unit 3- Geography and Mapping Skills 24- Why People Move
2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	Unit 3- Geography and Mapping Skills 22- Place: Human Characteristics 23- Human and Environment Interaction 26- Regions of California
2.3	Students explain governmental institutions and practices in the United States and other countries.	Unit 2- Government Institutions and Practices

Standards		Weekly Issues
		10- Principles of Democracy 12- Important Documents 13- Purposes and Structure of Government 14- State, Local, and Tribal Governments 15- Citizenship
2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	Unit 2- Government Institutions and Practices 9- Rules and Laws 14- State, Local, and Tribal Governments
2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	Unit 2- Government Institutions and Practices 11- Solving Problems
2.4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	Unit 4: Economics 27- Needs, Wants, and Resources
2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	Unit 4: Economics 28- Work and Resources 31- Farm to Market in the Past 32- Farm to Market Today
2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	Unit 4: Economics 29- Economic Choices 30- Supply and Demand
2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	Unit 4: Economics 30- Supply and Demand
2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Unit 1: Families Today and in the Past Unit 2: Government Institutions and Practices Unit 5: Civics and Government 5- What is Inquiry? 16- Patriotism 17- Important Documents 33- Heroes 34- Hero Biographies: Part One 35- Heroes Biographies: Part Two

Standards		Weekly Issues
Third Grade: Continuity and Change		
3.1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	Unit 2- Geography of the Local Region 6- Themes of Geography 7- Think Like a Geographer 8- Map Skills 9- Natural Features and Landforms of California 10- Natural Features and Landforms: Oceans and Deserts 11- California's Natural Regions Today 12- Migrations 13- Water is a Natural Resource 14- Engage in Your Own Inquiry 19- Engage in Your Own Inquiry 35- Engage in Your Own Inquiry
3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	Unit 2- Geography of the Local Region 8- Map Skills 9- Natural Features and Landforms of California 10- Natural Features and Landforms: Oceans and Deserts 11- California's Natural Regions Today 12- Migrations 13- Water is a Natural Resource 14- Engage in Your Own Inquiry 19- Engage in Your Own Inquiry 35- Engage in Your Own Inquiry
3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	Unit 2- Geography of the Local Region 8- Map Skills 9- Natural Features and Landforms of California 10- Natural Features and Landforms: Oceans and Deserts 11- California's Natural Regions Today 12- Migrations 13- Water is a Natural Resource 14- Engage in Your Own Inquiry 19- Engage in Your Own Inquiry 35- Engage in Your Own Inquiry
3.2	Students describe the American Indian nations in their local region long ago and in the recent past.	Unit 3; American Indians of the Local Regions 15- The Chumash 17- The Maidu 18- The Yurok

Standards		Weekly Issues
3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.	Unit 3: American Indians of the Local Regions 15- The Chumash 17- The Maidu 18- The Yurok
3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools)	Unit 3: American Indians of the Local Regions 15- The Chumash 17- The Maidu 18- The Yurok
3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	Unit 3: American Indians of the Local Regions 15- The Chumash 17- The Maidu 18- The Yurok
3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.	Unit 3: American Indians of the Local Regions 15- The Chumash 17- The Maidu 18- The Yurok
3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	Unit 4: Community Changes Over Time 20- Timelines 23- Land Use Over Time 24- Producers and Consumers 25- Community Interdependence 26- Transportation Over Time 27- Energy Over Time 28- Eyewitness to Change Over Time
3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	20- Timelines 23- Land Use Over Time 24- Producers and Consumers 25- Community Interdependence 26- Transportation Over Time 27- Energy Over Time 28- Eyewitness to Change Over Time
3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	20- Timelines 23- Land Use Over Time 24- Producers and Consumers 25- Community Interdependence 26- Transportation Over Time 27- Energy Over Time 28- Eyewitness to Change Over Time

Standards		Weekly Issues
3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	20- Timelines 23- Land Use Over Time 24- Producers and Consumers 25- Community Interdependence 26- Transportation Over Time 27- Energy Over Time 28- Eyewitness to Change Over Time
3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	Unit 5: Civics and Government 21- Using Charts, Maps, and Data 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	Unit 5: Civics and Government 21- Using Charts, Maps, and Data 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	Unit 5: Civics and Government 21- Using Charts, Maps, and Data 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	Unit 5: Civics and Government 21- Using Charts, Maps, and Data 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.4	Understand the three branches of government, with an emphasis on local government.	Unit 5: Civics and Government 29- Important Documents 30- American Government

Standards		Weekly Issues
		31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	Unit 5: Civics and Government 21- Using Charts, Maps, and Data 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	Unit 5: Civics and Government 29- Important Documents 30- American Government 31- American Holidays and Symbols 32- U.S. Government 33- Tribal and State Government 34- Local Government
3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	25- Community Interdependence
3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	25- Community Interdependence
3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	25- Community Interdependence
3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	25- Community Interdependence
3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.	25- Community Interdependence

Standards		Weekly Issues
Fourth Grade: A Changing State		
4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	Unit 2: Geography 5- Themes of Geography 6- Map Skills and Place 7- Human-Environment Interaction 9- Regions of California
4.1.1	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	5- Themes of Geography 6- Map Skills and Place
4.1.2	2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	5- Themes of Geography 6- Map Skills and Place
4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.	8- Regions of the United States 9- Regions of California
4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	9- Regions of California
4.1.5	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	Unit 3: Early California and the Mission System 9- Regions of California 10- Culture 11- Life in North America Before European Exploration and Colonization 12- California American Indian Tribes of the Pacific Coast and Desert Regions 13- California American Indian Tribes of the Mountain, Central Valley, and Delta Regions 14- Exploration and Encounters
4.2	Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	Unit 3: Early California and the Mission System Unit 4: Civics and Government 11- Life in North America Before European Exploration and Colonization 12- California American Indian Tribes of the Pacific Coast and Desert Regions

Standards		Weekly Issues
		13- California American Indian Tribes of the Mountain, Central Valley, and Delta Regions 14- Exploration and Encounters 17- The End of the Mission System 18- Government and Economy of California Under Mexican Rule
4.2.1	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.	Unit 3: Early California and the Mission System 11- Life in North America Before European Exploration and Colonization 12- California American Indian Tribes of the Pacific Coast and Desert Regions 13- California American Indian Tribes of the Mountain, Central Valley, and Delta Regions 14- Exploration and Encounters
4.2.2	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.	Unit 3: Early California and the Mission System 14- Exploration and Encounters
4.2.3	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).	Unit 3: Early California and the Mission System 14- Exploration and Encounters 15- Colonization 16- The Mission System
4.2.4	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	Unit 3: Early California and the Mission System 15- Colonization 16- The Mission System
4.2.5	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	Unit 3: Early California and the Mission System 15- Colonization 16- The Mission System
4.2.6	Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.	Unit 3: Early California and the Mission System 15- Colonization 16- The Mission System

Standards		Weekly Issues
4.2.7	Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.	17- The End of the Mission System 18- Government and Economy of California Under Mexican Rule
4.2.8	Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	17- The End of the Mission System 18- Government and Economy of California Under Mexican Rule
4.3	Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.	Unit 4: Civics and Government Unit 5: The Gold Rush 19- Settlers 20- The Mexican-American War and the Bear Flag Revolt 21- Gold is Discovered in California
4.3.1	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.	Unit 5- The Gold Rush 19- Settlers 21- Gold is Discovered in California
4.3.2	Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	Unit 5- The Gold Rush 22- Migration to California
4.3.3	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).	19- Settlers
4.3.4	Study the lives of women who helped build early California (e.g., Biddy Mason).	Unit 5- The Gold Rush 19- Settlers 20- The Mexican-American War and the Bear Flag Revolt 24- Gold Rush Stories
4.3.5	5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	Unit 6: Civics and Government 25- California Statehood
4.4	Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	Unit 5- The Gold Rush Unit 7: California Statehood to the 21st Century 31- The Great Depression and the Dust Bowl 32- World War II 33- The Quest for Civil Rights

Standards		Weekly Issues
		34- The Economy of California 35- Water and Its Impact of California
4.4.1	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	Unit 6: Civics and Government Unit 7: California Statehood to the 21st Century 26- Technology Changes California 27- Changes to Immigration
4.4.2	Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	Unit 5: The Gold Rush Unit 7: California Statehood to the 21st Century 22- Migration to California 23- The Gold Rush
4.4.3	Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	Unit 6: Civics and Government Unit 7: California Statehood to the 21st Century 26- Technology Changes California 27- Changes to Immigration 30- California and the Turn of the 20th Century
4.4.4	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	Unit 6: Civics and Government Unit 7: California Statehood to the 21st Century 26- Technology Changes California 27- Changes to Immigration 32- World War II
4.4.5	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	Unit 7: California Statehood to the 21st Century 31- the Great Depression and the Dust Bowl 32- World War II
4.4.6	Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	Unit 7: California Statehood to the 21st Century 34- The Economy of California

Standards		Weekly Issues
4.4.7	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	Unit 7: California Statehood to the 21st Century 30- California and the turn of the 20th Century 35- Water and Its Impact of California
4.4.8	Describe the history and development of California's public education system, including universities and community colleges.	Unit 6: Civics and Government Unit 7: California Statehood to the 21st Century 29- California Education System
4.4.9	Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	Unit 7: California Statehood to the 21st Century 30- California and the turn of the 20th Century 31- The Great Depression and the Dust Bowl
4.5	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	28- California Government
4.5.1	Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).	Unit 6: Civics and Government 28- California Government
4.5.2	Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.	Unit 6: Civics and Government 28- California Government
4.5.3	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	Unit 6: Civics and Government 28- California Government
4.5.4	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.	Unit 6: Civics and Government 28- California Government
4.5.5	Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	Unit 6: Civics and Government 28- California Government

Standards		Weekly Issues
Fifth Grade: U.S. History and Geography		
5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	Unit 2- The Land Before Columbus 6- Life in the Americas 7- American Indian Government and Trade 8- Trade and Economics in North America
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	6- Life in the Americas 7- American Indian Government and Trade 8- Trade and Economics in North America
5.1.2	Describe their varied customs and folklore traditions	6- Life in the Americas 7- American Indian Government and Trade 8- Trade and Economics in North America
5.1.3	Explain their varied economies and systems of government.	6- Life in the Americas 7- American Indian Government and Trade 8- Trade and Economics in North America
5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.	Unit 3- The Age of European Exploration 9- The Age of Encounters 11- Guided Inquiry
5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological development that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	9- The Age of Encounters 11- Guided Inquiry
5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	9- The Age of Encounters 11- Guided Inquiry
5.2.3	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	9- The Age of Encounters 11- Guided Inquiry
5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	9- The Age of Encounters 11- Guided Inquiry

Standards		Weekly Issues
5.3	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	Unit 3- The Age of European Exploration 9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War
5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War
5.3.2	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War
5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War
5.3.4	Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War

Standards		Weekly Issues
5.3.5	Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 18- Clash of Empires 19- Consequences of the French and Indian War
5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	9- The Age of Encounters 10- Consequences of Contact 11- Guided Inquiry 17- Conflict and Awakening 19- Consequences of the French and Indian War
5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	Unit 4- Colonies in North America 12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life 20- Guided Inquiry: Impact of North America on Colonial Empires
5.4.1	Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.4.2	Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.4.3	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.4.4	Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life

Standards		Weekly Issues
5.4.5	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.4.6	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.4.7	Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	12- The Colonies and Their Founding 13- Jamestown 14- Plymouth 15- Philadelphia 16- Colonial Life
5.5	Students explain the causes of the American Revolution.	Unit 5: Creating the United States 21- The Acts of Parliament 22- The Actions of the Colonies
5.5.1	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	21- The Acts of Parliament 22- The Actions of the Colonies
5.5.2	Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	21- The Acts of Parliament 22- The Actions of the Colonies
5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	21- The Acts of Parliament 22- The Actions of the Colonies
5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	21- The Acts of Parliament 22- The Actions of the Colonies
5.6	Students understand the course and consequences of the American Revolution.	Unit 5: Creating the United States 22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The

Standards		Weekly Issues
		People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph, de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.4	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of	22- The Actions of the Colonies 23- Shot Heard 'Round the World

Standards		Weekly Issues
	western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	22- The Actions of the Colonies 23- Shot Heard 'Round the World 24- Independence and Revolution: The People 25- The War in the Southern Colonies 26- Independence and Revolution: The Military
5.7	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	Unit 5: Creating the United States 27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.	27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.5	Discuss the meaning of the American creed that calls on	27- The Founders and Process

Standards		Weekly Issues
	citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.7.6	Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	27- The Founders and Process 28- Constitution 29- The Bill of Rights 30- Guided Inquiry: State and the Constitutional Convention
5.8	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	Unit 6: Expansion and Conflict 31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.1	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.3	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation

Standards		Weekly Issues
		36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.4	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	31- The New Nation 32- America on the Move 33- Expansion and Growth 34- Impact of Westward Settlement on American Indians 35- the Cherokee Nation 36- Guided Inquiry: Impact of Expansion and Growth on the United States
5.9	Students know the location of the current 50 states and the names of their capitals.	36- Guided Inquiry: Impact of Expansion and Growth on the United States

Standards		Weekly Issues
Historical and Social Sciences Analysis Skills		
Chronological and Spatial Thinking 1.	Students explain how major events are related to one another in time.	1: Geography/ Map Skills
Chronological and Spatial Thinking 2.	Students construct various timelines of key events, people, and periods of the historical era they are studying.	1: Geography/ Map Skills
Chronological and Spatial Thinking 3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	1: Geography/ Map Skills
Research, Evidence, and Point of View 1.	Students frame questions that can be answered by historical study and research.	2: Historical Thinking Skills
Research, Evidence, and Point of View 2.	Students distinguish fact from opinion in historical narratives and stories.	2: Historical Thinking Skills
Research, Evidence, and Point of View 3.	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	2: Historical Thinking Skills
Research, Evidence, and Point of View 4.	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	2: Historical Thinking Skills
Research, Evidence, and Point of View 5.	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	2: Historical Thinking Skills
Historical Interpretation 1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	2: Historical Thinking Skills
Historical Interpretation 2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	2: Historical Thinking Skills 3: Introduction to Government and Economics

Standards		Weekly Issues
Historical Interpretation 3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	2: Historical Thinking Skills 3: Introduction to Government and Economics
Historical Interpretation 4.	Students recognize the role of chance, oversight, and error in history.	2: Historical Thinking Skills
Historical Interpretation 5.	Students recognize that interpretations of history are subject to change as new information is uncovered.	2: Historical Thinking Skills
Historical Interpretation 6.	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	2: Historical Thinking Skills 3: Introduction to Government and Economics
World History and Geography: Ancient Civilizations		
6.1	Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	4: From Nomads to Farmers: Exploring the Dawn of Civilization 5: Inquiry: The Changing Climate
6.1.1	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	4: From Nomads to Farmers: Exploring the Dawn of Civilization
6.1.2	Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	4: From Nomads to Farmers: Exploring the Dawn of Civilization
6.1.3	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	4: From Nomads to Farmers: Exploring the Dawn of Civilization 5: Inquiry: The Changing Climate

Standards		Weekly Issues
6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	6: Cradle of Civilization: Exploring Mesopotamia's Geography and Early Development 7: Mesopotamia: Farming, Faith, and the First Cities 8: Inquiry: The Tigris and Euphrates Rivers 9: Ancient Egypt 10: Ancient Egypt: Power, Prosperity, and the Nile 11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade 12: Inquiry: The Evolution of Written Language 13: The Kingdom of Kush: Crossroads of Empires and Cultures 14: The Evolution of Agriculture in the Kushite Kingdom 15: Kush: Trade, Temples, and the Rise of an Empire 16: Inquiry: Ancient Kush: Inventors on the Nile
6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	6: Cradle of Civilization: Exploring Mesopotamia's Geography and Early Development 8: Inquiry: The Tigris and Euphrates Rivers 9: Ancient Egypt 13: The Kingdom of Kush: Crossroads of Empires and Cultures
6.2.2	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	7: Mesopotamia: Farming, Faith, and the First Cities 9: Ancient Egypt 10: Ancient Egypt: Power, Prosperity, and the Nile 14: The Evolution of Agriculture in the Kushite Kingdom
6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	7: Mesopotamia: Farming, Faith, and the First Cities 10: Ancient Egypt: Power, Prosperity, and the Nile 14: The Evolution of Agriculture in the Kushite Kingdom
6.2.4	Know the significance of Hammurabi's Code.	11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade

Standards		Weekly Issues
6.2.5	Discuss the main features of Egyptian art and architecture.	11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade
6.2.6	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	10: Ancient Egypt: Power, Prosperity, and the Nile 11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade
6.2.7	Understand the significance of Queen Hatshepsut and Ramses the Great.	11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade
6.2.8	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	11: Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade 14: The Evolution of Agriculture in the Kushite Kingdom
6.2.9	Trace the evolution of language and its written forms.	12: Inquiry: The Evolution of Written Language
6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	17: From Tribes to Kings: The Ancient Hebrews 18: Exploring Judaism: Beliefs, Practices, and Influences 19: In Search of a Promised Land: The Exodus and the Hebrew Migrations 20: Inquiry: Judaism's Legacies and Contributions
6.3.1	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	18: Exploring Judaism: Beliefs, Practices, and Influences
6.3.2	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	18: Exploring Judaism: Beliefs, Practices, and Influences
6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	18: Exploring Judaism: Beliefs, Practices, and Influences 19: In Search of a Promised Land: The Exodus and the Hebrew Migrations

Standards		Weekly Issues
6.3.4	Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	19: In Search of a Promised Land: The Exodus and the Hebrew Migrations
6.3.5	Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	20: Inquiry: Judaism's Legacies and Contributions
6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	21: The Geography of Ancient Greece 22: City-States, Trade, and the Birthplace of Democracy 23: Power, Culture, and Conflict: Persia, Greece, and the Rise of Alexander the Great 24: Inquiry Week: It's All Greek to Me
6.4.1	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	22: City-States, Trade, and the Birthplace of Democracy
6.4.2	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).	22: City-States, Trade, and the Birthplace of Democracy
6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.	22: City-States, Trade, and the Birthplace of Democracy
6.4.4	Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.	24: Inquiry Week: It's All Greek to Me
6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.	23: Power, Culture, and Conflict: Persia, Greece, and the Rise of Alexander the Great
6.4.6	Compare and contrast life in Athens and Sparta, with	23: Power, Culture, and Conflict: Persia,

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Standards		Weekly Issues
	emphasis on their roles in the Persian and Peloponnesian Wars.	Greece, and the Rise of Alexander the Great
6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	23: Power, Culture, and Conflict: Persia, Greece, and the Rise of Alexander the Great
6.4.8	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	24: Inquiry Week: It's All Greek to Me
6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	25: Introduction to India 26: India and the Aryan Conflicts 27: Exploring Buddhism and the Mauryan Empire 28: Inquiry: The Enduring Legacy of Ancient India
6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	25: Introduction to India
6.5.2	Discuss the significance of the Aryan invasions.	26: India and the Aryan Conflicts
6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	26: India and the Aryan Conflicts
6.5.4	Outline the social structure of the caste system.	26: India and the Aryan Conflicts
6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	27: Exploring Buddhism and the Mauryan Empire
6.5.6	Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	27: Exploring Buddhism and the Mauryan Empire
6.5.7	Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	28: Inquiry: The Enduring Legacy of Ancient India
6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of	29: Geography, Isolation, & the Rise of China's Early Civilizations

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Standards		Weekly Issues
	China.	30: Confucianism and Taoism Seek to Solve Ancient Problems 31: From Shi Huangdi to the Silk Road: Exploring China's Dynasties 32: Inquiry: The Silk Road to Enlightenment: How Buddhism Reached China
6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	29: Geography, Isolation, & the Rise of China's Early Civilizations
6.6.2	Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	29: Geography, Isolation, & the Rise of China's Early Civilizations
6.6.3	Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	30: Confucianism and Taoism Seek to Solve Ancient Problems
6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	30: Confucianism and Taoism Seek to Solve Ancient Problems
6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	31: From Shi Huangdi to the Silk Road: Exploring China's Dynasties
6.6.6	Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	31: From Shi Huangdi to the Silk Road: Exploring China's Dynasties
6.6.7	Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	31: From Shi Huangdi to the Silk Road: Exploring China's Dynasties
6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.	32: Inquiry: The Silk Road to Enlightenment: How Buddhism Reached China
6.7	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	33: The Roman Republic 34: From Republic to Empire 35: Christianity Takes Hold in the Roman Empire and Beyond 36: Roman Influence on the Modern World
6.7.1	Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and	33: The Roman Republic

Standards		Weekly Issues
	historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	
6.7.2	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	33: The Roman Republic 34: From Republic to Empire
6.7.3	Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	34: From Republic to Empire
6.7.4	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	34: From Republic to Empire
6.7.5	Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.	35: Christianity Takes Hold in the Roman Empire and Beyond
6.7.6	Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	35: Christianity Takes Hold in the Roman Empire and Beyond
6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	35: Christianity Takes Hold in the Roman Empire and Beyond
6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	36: Roman Influence on the Modern World

Standards		Weekly Issues
Historical and Social Sciences Analysis Skills		
Chronological and Spatial Thinking 1.	Students explain how major events are related to one another in time.	1: Geography/ Map Skills
Chronological and Spatial Thinking 2.	Students construct various time lines of key events, people, and periods of the historical era they are studying.	1: Geography/ Map Skills
Chronological and Spatial Thinking 3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	1: Geography/ Map Skills
Research, Evidence, and Point of View 1.	Students frame questions that can be answered by historical study and research.	2: Historical Thinking Skills
Research, Evidence, and Point of View 2.	Students distinguish fact from opinion in historical narratives and stories.	2: Historical Thinking Skills
Research, Evidence, and Point of View 3.	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	2: Historical Thinking Skills
Research, Evidence, and Point of View 4.	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	2: Historical Thinking Skills
Research, Evidence, and Point of View 5.	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	2: Historical Thinking Skills
Historical Interpretation 1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	3: Inquiry
Historical Interpretation 2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	3: Inquiry
Historical Interpretation 3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	3: Inquiry

Standards		Weekly Issues
Historical Interpretation 4.	Students recognize the role of chance, oversight, and error in history.	3: Inquiry
Historical Interpretation 5.	Students recognize that interpretations of history are subject to change as new information is uncovered.	3: Inquiry
Historical Interpretation 6.	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	3: Inquiry
World History and Geography: Medieval and Early Modern Times		
7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	4: Rome 5: Byzantium 6: Inquiry: Contributions of Rome and Byzantium
7.1.1	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	4: Rome
7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	4: Rome
7.1.3	Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	5: Byzantium
7.2	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	7: Geography/ Origins of Islam 8: Islam 9: Expansion of Muslim Rule 10: Inquiry: The Gupta Empire
7.2.1	Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	7: Geography/ Origins of Islam

Standards		Weekly Issues
7.2.2	Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	7: Geography/ Origins of Islam 8: Islam
7.2.3	Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	8: Islam
7.2.4	Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	8: Islam 9: Expansion of Muslim Rule
7.2.5	Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	9: Expansion of Muslim Rule
7.2.6	Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	9: Expansion of Muslim Rule
7.3	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	15: China: Tang and Sung Dynasties 16: China: Confucianism
7.3.1	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	15: China: Tang and Sung Dynasties
7.3.2	Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	15: China: Tang and Sung Dynasties
7.3.3	Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	16: China: Confucianism
7.3.4	Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	16: China: Confucianism

Standards		Weekly Issues
7.3.5	Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	19: Inquiry: China and Korea's Influence on Japan
7.3.6	Describe the development of the imperial state and the scholar-official class.	16: China: Confucianism
7.4	Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	11: Geography and Development of Sub-Saharan and West Africa 12: Trade, Culture, and Religion in Africa 13: Growth of Islam/ Arabic in Africa 14: Inquiry: Influence of Islam in West Africa
7.4.1	Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	11: Geography and Development of Sub-Saharan and West Africa
7.4.2	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	12: Trade, Culture, and Religion in Africa
7.4.3	Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	12: Trade, Culture, and Religion in Africa
7.4.4	Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	13: Growth of Islam/ Arabic in Africa
7.4.5	Describe the importance of written and oral traditions in the transmission of African history and culture.	13: Growth of Islam/ Arabic in Africa
7.5	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	17: Japan: Prince Shotoku, Shogun, and the Samurai 18: Japan: Buddhism and the Golden Ages
7.5.1	Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	19: Inquiry: China and Korea's Influence on Japan

Standards		Weekly Issues
7.5.2	Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	17: Japan: Prince Shotoku, Shogun, and the Samurai
7.5.3	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.	17: Japan: Prince Shotoku, Shogun, and the Samurai
7.5.4	Trace the development of distinctive forms of Japanese Buddhism.	18: Japan: Buddhism and the Golden Ages
7.5.5	Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.	18: Japan: Buddhism and the Golden Ages
7.5.6	Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	17: Japan: Prince Shotoku, Shogun, and the Samurai
7.6	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	24: Geography and the Development of Feudalism 25: The Rise of Monarchies 26: The Catholic Church 27: The Crusades 28: Inquiry: The Bubonic Plague and its Impact on Europe
7.6.1	Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	24: Geography and the Development of Feudalism
7.6.2	Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	26: The Catholic Church
7.6.3	Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	24: Geography and the Development of Feudalism

Standards		Weekly Issues
7.6.4	Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	
7.6.5	Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	25: The Rise of Monarchies
7.6.6	Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	27: The Crusades
7.6.7	Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	28: Inquiry: The Bubonic Plague and its Impact on Europe
7.6.8	Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").	26: The Catholic Church 27: The Crusades
7.6.9	Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	27: The Crusades
7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	20: The Maya 21: The Aztec 22: The Inca 23: Inquiry: Mesoamerican Achievements Influence the World
7.7.1	Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	20: The Maya 21: The Aztec 22: The Inca
7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	20: The Maya 21: The Aztec 22: The Inca

Standards		Weekly Issues
7.7.3	Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	20: The Maya 21: The Aztec 22: The Inca
7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations.	20: The Maya 21: The Aztec 22: The Inca
7.7.5	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	23: Inquiry: Mesoamerican Achievements Influence the World
7.8	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	29: The Renaissance: A New Look at Classic Ideas 30: Renaissance Artists Change the Way We View the World
7.8.1	Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	29: The Renaissance: A New Look at Classic Ideas
7.8.2	Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	29: The Renaissance: A New Look at Classic Ideas
7.8.3	Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.	29: The Renaissance: A New Look at Classic Ideas
7.8.4	Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	30: Renaissance Artists Change the Way We View the World
7.8.5	Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	30: Renaissance Artists Change the Way We View the World
7.9	Students analyze the historical developments of the Reformation.	31: The Reformation 32: Inquiry: From Cooperation to Inquisition

Standards		Weekly Issues
7.9.1	List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	31: The Reformation
7.9.2	Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	31: The Reformation
7.9.3	Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	31: The Reformation
7.9.4	Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	31: The Reformation
7.9.5	Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	31: The Reformation
7.9.6	Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	31: The Reformation
7.9.7	Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	32: Inquiry: From Cooperation to Inquisition
7.10	Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	33: The Scientific Revolution
7.10.1	Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	33: The Scientific Revolution
7.10.2	Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	33: The Scientific Revolution

Standards		Weekly Issues
7.10.3	Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	33: The Scientific Revolution
7.11	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	34: The Age of Exploration 35: The Enlightenment 36: Inquiry: The Enlightenment's Influence on America
7.11.1	Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	34: The Age of Exploration
7.11.2	Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	34: The Age of Exploration
7.11.3	Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	34: The Age of Exploration
7.11.4	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	35: The Enlightenment
7.11.5	Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	36: Inquiry: The Enlightenment's Influence on America
7.11.6	Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	36: Inquiry: The Enlightenment's Influence on America

Standards		Weekly Issues
Historical and Social Sciences Analysis Skills		
Chronological and Spatial Thinking 1.	Students explain how major events are related to one another in time.	1: Historical Thinking Skills
Chronological and Spatial Thinking 2.	Students construct various time lines of key events, people, and periods of the historical era they are studying.	1: Historical Thinking Skills
Chronological and Spatial Thinking 3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	1: Historical Thinking Skills
Research, Evidence, and Point of View 1.	Students frame questions that can be answered by historical study and research.	1: Historical Thinking Skills
Research, Evidence, and Point of View 2.	Students distinguish fact from opinion in historical narratives and stories.	1: Historical Thinking Skills
Research, Evidence, and Point of View 3.	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	1: Historical Thinking Skills
Research, Evidence, and Point of View 4.	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	1: Historical Thinking Skills
Research, Evidence, and Point of View 5.	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	1: Historical Thinking Skills
Historical Interpretation 1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	1: Historical Thinking Skills
Historical Interpretation 2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	1: Historical Thinking Skills
Historical Interpretation 3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	1: Historical Thinking Skills

Standards		Weekly Issues
Historical Interpretation 4.	Students recognize the role of chance, oversight, and error in history.	1: Historical Thinking Skills
Historical Interpretation 5.	Students recognize that interpretations of history are subject to change as new information is uncovered.	1: Historical Thinking Skills
Historical Interpretation 6.	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	1: Historical Thinking Skills
United States History and Geography: Growth and Conflict		
8.1	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	2: The Great Awakening & Social Contract 3: The Revolutionary War 4: Inquiry: The Declaration of Independence
8.1.1	Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	2: The Great Awakening & Social Contract
8.1.2	Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).	4: Inquiry: The Declaration of Independence
8.1.3	Analyze how the American Revolution affected other nations, especially France.	3: The Revolutionary War
8.1.4	Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	2: The Great Awakening & Social Contract
8.2	Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	2: The Great Awakening & Social Contract 5: The Constitution & The Articles of Confederation 6: The U.S. Constitution 7: Federalists and Anti-Federalists 8: Inquiry: The Bill of Rights
8.2.1	Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.	2: The Great Awakening & Social Contract

Standards		Weekly Issues
8.2.2	Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	5: The Constitution & The Articles of Confederation
8.2.3	Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	5: The Constitution & The Articles of Confederation
8.2.4	Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	7: Federalists and Anti-Federalists
8.2.5	Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	6: The U.S. Constitution 8: Inquiry: The Bill of Rights
8.2.6	Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	6: The U.S. Constitution 8: Inquiry: The Bill of Rights
8.2.7	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	6: The U.S. Constitution
8.3	Students understand the foundation of the American political system and the ways in which citizens participate in it.	7: Federalists and Anti-Federalists 8: Inquiry: The Bill of Rights 9: Precedents and Presidents: Establishing a New Nation
8.3.1	Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	9: Precedents and Presidents: Establishing a New Nation
8.3.2	Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	9: Precedents and Presidents: Establishing a New Nation

Standards		Weekly Issues
8.3.3	Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	9: Precedents and Presidents: Establishing a New Nation
8.3.4	Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	9: Precedents and Presidents: Establishing a New Nation
8.3.5	Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	9: Precedents and Presidents: Establishing a New Nation
8.3.6	Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	7: Federalists and Anti-Federalists
8.3.7	Understand the functions and responsibilities of a free press.	8: Inquiry: The Bill of Rights
8.4	Students analyze the aspirations and ideals of the people of the new nation.	9: Precedents and Presidents: Establishing a New Nation 10: President Adams 11: President Jefferson 12: The War of 1812 18: Jackson as President
8.4.1	Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	9: Precedents and Presidents: Establishing a New Nation 10: President Adams 11: President Jefferson 12: The War of 1812
8.4.2	Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	9: Precedents and Presidents: Establishing a New Nation 10: President Adams 11: President Jefferson
8.4.3	Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	18: Jackson as President

Standards		Weekly Issues
8.4.4	Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	9: Precedents and Presidents: Establishing a New Nation
8.5	Students analyze U.S. foreign policy in the early Republic.	11: President Jefferson 12: The War of 1812 13: Inquiry: The Monroe Doctrine
8.5.1	Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	12: The War of 1812 13: Inquiry: The Monroe Doctrine
8.5.2	Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	
8.5.3	Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	11: President Jefferson
8.6	Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	14: The Industrial North 16: Reform Movements 17: Inquiry: Abolitionists
8.6.1	Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	14: The Industrial North
8.6.2	Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	14: The Industrial North
8.6.3	List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	14: The Industrial North
8.6.4	Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	17: Inquiry: Abolitionists

Standards		Weekly Issues
8.6.5	Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	16: Reform Movements
8.6.6	Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	16: Reform Movements
8.6.7	Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	16: Reform Movements
8.7	Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	14: The Industrial North 15: Changes in the South
8.7.1	Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	15: Changes in the South
8.7.2	Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	15: Changes in the South
8.7.3	Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	15: Changes in the South
8.7.4	Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	14: The Industrial North 15: Changes in the South
8.8	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	11: President Jefferson 18: Jackson as President 19: Manifest Destiny 20: Inquiry: Indian Removal Act 21: Texas War for Independence 22: The Mexican-American War 23: Life in the West 24: Inquiry: Westward Movements

Standards		Weekly Issues
8.8.1	Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	18: Jackson as President
8.8.2	Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	11: President Jefferson 19: Manifest Destiny 20: Inquiry: Indian Removal Act
8.8.3	Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	23: Life in the West 24: Inquiry: Westward Movements
8.8.4	Examine the importance of the great rivers and the struggle over water rights.	23: Life in the West
8.8.5	Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	21: Texas War for Independence 22: The Mexican-American War
8.8.6	Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	21: Texas War for Independence 22: The Mexican-American War
8.9	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	5: The Constitution & The Articles of Confederation 14: The Industrial North 17: Inquiry: Abolitionists 25: The Road to War: Failed Compromises
8.9.1	Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	17: Inquiry: Abolitionists
8.9.2	Discuss the abolition of slavery in early state constitutions.	14: The Industrial North 17: Inquiry: Abolitionists

Standards		Weekly Issues
8.9.3	Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	5: The Constitution & The Articles of Confederation
8.9.4	Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	25: The Road to War: Failed Compromises
8.9.5	Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).	25: The Road to War: Failed Compromises
8.9.6	Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	17: Inquiry: Abolitionists
8.10	Students analyze the multiple causes, key events, and complex consequences of the Civil War.	14: The Industrial North 15: Changes in the South 18: Jackson as President 25: The Road to War: Failed Compromises 26: Election of 1860 27: Inquiry: "A House Divided" -Lincoln 28: The War Begins 29: Major Battles 30: The End of the War 31: Inquiry: Lincoln's 2nd Inaugural Address
8.10.1	Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	25: The Road to War: Failed Compromises
8.10.2	Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	14: The Industrial North 15: Changes in the South
8.10.3	Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	18: Jackson as President 25: The Road to War: Failed Compromises

Standards		Weekly Issues
8.10.4	Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	26: Election of 1860 27: Inquiry: "A House Divided" -Lincoln
8.10.5	Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	28: The War Begins
8.10.6	Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	29: Major Battles 30: The End of the War
8.10.7	Explain how the war affected combatants, civilians, the physical environment, and future warfare.	28: The War Begins 29: Major Battles
8.11	Students analyze the character and lasting consequences of Reconstruction.	32: Reconstruction Plans & Amendments 33: Changes in Society 34: Inquiry: Plessy vs. Ferguson: 1896 ("Separate but Equal?")
8.11.1	List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	32: Reconstruction Plans & Amendments
8.11.2	Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	33: Changes in Society
8.11.3	Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	33: Changes in Society 34: Inquiry: Plessy vs. Ferguson: 1896 ("Separate but Equal?")
8.11.4	Trace the rise of the Ku Klux Klan and describe the Klan's effects.	33: Changes in Society
8.11.5	Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	32: Reconstruction Plans & Amendments

Standards		Weekly Issues
8.12	Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	35: Changes in Policies and Industrial Development 36: The Gilded Age
8.12.1	Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	35: Changes in Policies and Industrial Development
8.12.2	Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	35: Changes in Policies and Industrial Development
8.12.3	Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	35: Changes in Policies and Industrial Development
8.12.4	Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	35: Changes in Policies and Industrial Development
8.12.5	Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	36: The Gilded Age
8.12.6	Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	36: The Gilded Age
8.12.7	Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	36: The Gilded Age
8.12.8	Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	36: The Gilded Age

Standards		Weekly Issues
8.12.9	Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	36: The Gilded Age

Week	Title	Standards Covered
Unit 1: Myself and Others		
1	School Rules	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) SS.3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</p> <p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>SED-(60) SI.1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p> <p>SED-(60) SI.2.1 More actively and intentionally cooperate with each other.</p> <p>L&L-(60) R.1.2 Understand that print is something that is read and has specific meaning.</p> <p>L&L-(60) R.3.1 Recognize own name or other common words in print.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>L&L-(60) W.1.1 Adjust grasp and body position for increased control in drawing and writing</p> <p>MAT-(60) G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <p>VPA-(60) M.1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p> <p>PHD-(60) FM 2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).</p> <p>HEA-(60) S.1.1 Follow safety rules more independently though may still need adult support and prompting.</p>
2	All About Me	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p>

Week	Title	Standards Covered
		<p>SCI-(60) L.1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>SED-(60) S.1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <p>L&L-(60) R.2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>L&L-(60) W.1.1 Adjust grasp and body position for increased control in drawing and writing</p> <p>L&L-(60) W.1.3 Write first name nearly correctly.</p> <p>MAT-(60) NS.1.1 Recite numbers in order to twenty with increasing accuracy.</p> <p>MAT-(60) NS.1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>MAT-(60) NS.2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p>
3	Feelings	<p>HSS-(60) C.3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p>SED-(60) S.2.1 Regulate their attention, thought feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p>SED-(60) S.3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p>SED-(60) S.4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>SED-(60) SI.2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may</p>

Week	Title	Standards Covered
		<p>be expressed with verbal taunting in addition to physical aggression.</p> <p>L&L-(60) LS.2.3 Understand and use both simple and complex words that describe the relations between objects.</p> <p>L&L-(60) R.1.2 Understand that print is something that is read and has specific meaning.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>VPA-(60) V.2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p> <p>VPA-(60) V.3.1 Intentionally create content in a work of art.</p> <p>VPA-(60) DR.2.1 Demonstrate extended role-play skills with increased imagination and creativity.</p> <p>VPA-(60) DR.2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p> <p>VPA-(60) DA.3.4 Communicate and express feelings intentionally through dance.</p> <p>PHD-(60) PM.1.1 Demonstrate knowledge of an increasing number of body parts.</p> <p>PHD-(60) PM.3.1 Begin to understand and distinguish between the sides of the body.</p> <p>PHD-(60) PM.3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.</p>
4	Family and Friends	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p>

Week	Title	Standards Covered
		<p>HSS-(60) C.3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p>HSS-(60) C.4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SED-(60) S.1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <p>SED-(60) S.3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>SED-(60) SI.2.1 More actively and intentionally cooperate with each other.</p> <p>SED-(60) SI.2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p> <p>SED-(60) SI.2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <p>SED-(60) SI.4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p>SED-(60) R.3.1 Friendships are more reciprocal, eXclusive, and enduring.</p> <p>L&L-(60) R.2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>MAT-(60) NS.1.1 Recite numbers in order to twenty with increasing accuracy.</p> <p>MAT-(60) M.1.2 Order four or more objects by size.</p>

Week	Title	Standards Covered
		<p>MAT-(60) G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <p>VPA-(60) DA.2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.</p>
Unit 2: My Community		
5	In the Neighborhood	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p> <p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>HSS-(60) E.1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>SED-(60) SI.2.1 More actively and intentionally cooperate with each other.</p> <p>SED-(60) SI.2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p> <p>SED-(60) SI.2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <p>SED-(60) R.2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p> <p>L&L-(60) LS.1.4 Use language to construct extended narratives that are real or fictional.</p> <p>L&L-(60) LS.2.3 Understand and use both simple and complex words that describe the relations between objects.</p>

Week	Title	Standards Covered
		<p>L&L-(60) R.2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>L&L-(60) R.3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>MAT-(60) NS.2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p> <p>MAT-(60) AF.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p> <p>MAT-(60) AF.2.2 Begin to extend and create simple repeating patterns.</p> <p>MAT-(60) M.1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p> <p>MAT-(60) M.1.2 Order four or more objects by size.</p> <p>MAT-(60) G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <p>MAT-(60) G.2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</p> <p>VPA-(60) V.2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p> <p>VPA-(60) V.2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p> <p>VPA-(60) V.2.4 Use paper and other materials to make two- and three-dimensional assembled works.</p> <p>VPA-(60) M.2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p> <p>VPA-(60) DA.2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.</p> <p>PHD-(60) FM.3.2 Show increasing fine motor manipulative skills using hands</p>

Week	Title	Standards Covered
		and arms such as in-hand manipulation, writing, cutting, and dressing.
6	Workers and Helpers	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) SS.3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</p> <p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) E.1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) E.2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p> <p>SED-(60) S.1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <p>SED-(60) SI.2.1 More actively and intentionally cooperate with each other.</p> <p>SED-(60) R.2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p> <p>L&L-(60) LS.2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <p>L&L-(60) LS.2.3 Understand and use both simple and complex words that describe the relations between objects.</p> <p>L&L-(60) R.3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p>

Week	Title	Standards Covered
		<p>MAT-(60) NS.1.2 Recognize and know the name of some written numerals.</p> <p>MAT-(60) AF.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p> <p>MAT-(60) M.1.2 Order four or more objects by size.</p> <p>VPA-(60) V.2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p> <p>VPA-(60) V.3.1 Intentionally create content in a work of art.</p> <p>VPA-(60) M.1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p> <p>VPA-(60) M.2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.</p> <p>VPA-(60) DR.2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</p> <p>VPA-(60) DA.3.2 Invent and recreate dance movements.</p> <p>PHD-(60) FM.2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p> <p>PHD-(60) FM.3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p>HEA-(60) H.3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.</p>
7	Staying Healthy	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) SS.3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</p> <p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) E.1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want</p>

Week	Title	Standards Covered
		<p>something, more will be sold).</p> <p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>L&L-(60) LS.2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p> <p>PHD-(60) PM.1.1 Demonstrate knowledge of an increasing number of body parts.</p> <p>PHD-(60) PM.2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.</p> <p>PHD-(60) PM.3.1 Begin to understand and distinguish between the sides of the body.</p> <p>PHD-(60) PM.3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.</p> <p>HEA-(60) H.1.1 Demonstrate knowledge of more steps in the handwashing routine.</p> <p>HEA-(60) H.1.2 Begin to independently practice health habits that prevent infections, disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.</p> <p>HEA-(60) H.2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision</p> <p>HEA-(60) H.3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions</p> <p>HEA-(60) H.3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.</p> <p>HEA-(60) H.3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.</p> <p>HEA-(60) H.4.1 Practice sun-safe actions with decreasing adult support and guidance.</p> <p>HEA-(60) N.1.1 Identify a larger variety of foods and may know some of the related food groups.</p> <p>HEA-(60) N.2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.</p>

Week	Title	Standards Covered
		<p>HEA-(60) N.2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.</p> <p>HEA-(60) N.3.1 Indicate greater awareness of own hunger and fullness.</p>
8	Staying Safe	<p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p> <p>HSS-(60) C.2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p> <p>HEA-(60) S.1.1 Follow safety rules more independently though may still need adult support and prompting.</p> <p>HEA-(60) S.1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.</p>
Unit 3: This Big World		
9	Maps	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in</p>

Week	Title	Standards Covered
		<p>various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p> <p>SED-(60) S.1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <p>SED-(60) S.3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>SED-(60) SI.1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p> <p>SED-(60) R.2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p> <p>L&L-(60) LS.1.4 Use language to construct extended narratives that are real or fictional.</p> <p>L&L-(60) LS.2.3 Understand and use both simple and complex words that describe the relations between objects.</p> <p>L&L-(60) R.3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>L&L-(60) R.5.1 Demonstrate with increasing independence, enjoyment of</p>

Week	Title	Standards Covered
		<p>literacy and literacy-related activities.</p> <p>MAT-(60) AF.2.1 Recognize and duplicate simple repeating patterns.</p> <p>MAT-(60) AF.2.2 Begin to extend and create simple repeating patterns.</p> <p>MAT-(60) M.1.2 Order four or more objects by size.</p> <p>MAT-(60) G.2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</p> <p>VPA-(60) M.1.2 Demonstrate more complex repeating melody and rhythm patterns.</p> <p>VPA-(60) M.2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.</p> <p>VPA-(60) DR.2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</p> <p>PHD-(60) FM.2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p>
10	Land and Water	<p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) GE.2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>SCI-(60) SI.1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants</p>

Week	Title	Standards Covered
		<p>and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p> <p>SED-(60) S.1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p> <p>L&L-(60) LS.1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p> <p>L&L-(60) LS.2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p> <p>L&L-(60) LS.2.3 Understand and use both simple and complex words that describe the relations between objects.</p> <p>L&L-(60) LS.3.2 Understand and typically use age-appropriate grammar, including accepted words forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.</p> <p>L&L-(60) R.2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <p>L&L-(60) R.3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p> <p>L&L-(60) R.3.3 Begin to recognize that letters have sounds.</p> <p>MAT-(60) NS.1.2 Recognize and know the name of some written numerals.</p> <p>MAT-(60) NS.1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>MAT-(60) NS.1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p> <p>MAT-(60) M.1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</p>

Week	Title	Standards Covered
		<p>MAT-(60) M.1.2 Order four or more objects by size.</p> <p>VPA-(60) V.1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</p> <p>VPA-(60) V.2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p> <p>VPA-(60) M.1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p> <p>VPA-(60) M.2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.</p> <p>VPA-(60) M.3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.</p> <p>VPA-(60) DR.2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p>
11	Living Things	<p>HSS-(60) GE.2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as</p>

Week	Title	Standards Covered
		<p>sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>
12	Outer Space	<p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>
13	Giving Thanks	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p>
Unit 4: Cause and Effect		
14	The Sun and the Moon	<p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>
15	Weather and Seasons	<p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe</p>

Week	Title	Standards Covered
		<p>them in greater detail.</p> <p>SCI-(60) E.2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p> <p>SCI-(60) E.2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>
16	Wintertime	<p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p> <p>SCI-(60) E.2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p> <p>SCI-(60) E.2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>
17	Celebrations	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) C.3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p>SCI-(60) E.2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>
Unit 5: People and Places		
18	Stories From Around the World	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family</p>

Week	Title	Standards Covered
		<p>members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>L&L-(60) R.4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting, or creating artwork.</p> <p>L&L-(60) R.4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p> <p>L&L-(60) R.5.1 Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.</p>
19	All Together Now	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p> <p>HSS-(60) C.3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>
20	Many Cultures	<p>HSS-(60) SS.1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</p> <p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HEA-(60) N.1.1 Identify a larger variety of foods and may know some of the related food groups.</p> <p>HEA-(60) N.2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.</p> <p>HEA-(60) N.2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.</p>

Week	Title	Standards Covered
21	Past, Present, and Future	<p>HSS-(60) H.1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p> <p>HSS-(60) H.2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.</p> <p>HSS-(60) H.3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p> <p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p>
22	Going Places	<p>HSS-(60) GE.1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p> <p>HSS-(60) GE.3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p> <p>SCI-(60) P.2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p> <p>MAT-(60) G.2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</p> <p>VPA-(60) DA.2.1 Continue to develop awareness of body in space.</p> <p>PHD-(60) PM.2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.</p> <p>PHD-(60) PM.3.1 Begin to understand and distinguish between the sides of the body.</p>
23	Symbols of Unity	<p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p> <p>HSS-(60) C.2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group</p>

Week	Title	Standards Covered
		<p>expectations.</p> <p>HSS-(60) H.1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p> <p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p> <p>MAT-(60) AF.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p> <p>MAT-(60) AF.2.1 Recognize and duplicate simple repeating patterns.</p> <p>MAT-(60) AF.2.2 Begin to extend and create simple repeating patterns.</p> <p>MAT-(60) M.1.2 Order four or more objects by size.</p> <p>MAT-(60) G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p> <p>MAT-(60) G.1.2 Combine different shapes to create a picture or design.</p>
Unit 6: Changes		
24	Look, Explore, Learn	<p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) SI.1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants</p>

Week	Title	Standards Covered
		and demonstrate an increased ability to categorize them.
25	Solving Problems	<p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p> <p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.a</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>VPA-(60) V.2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p> <p>VPA-(60) V.2.4 Use paper and other materials to make two- and three-dimensional assembled works.</p> <p>VPA-(60) V.2.5 Recognize and name materials and tools used for visual arts.</p> <p>VPA-(60) M.3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.</p>
26	A World of Things	<p>SCI-(60) SI.1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p> <p>SCI-(60) P.1.1 Demonstrate increased ability to observe, investigate, and</p>

Week	Title	Standards Covered
		<p>describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p> <p>SCI-(60) P.2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SED-(60) S.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p> <p>VPA-(60) V.2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p>
27	Forces and Motion	<p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p> <p>SCI-(60) SI.1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</p> <p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p> <p>SCI-(60) P.2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p> <p>L&L-(60) LS.3.2 Understand and typically use age-appropriate grammar, including accepted words forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.</p>
28	Life Cycles	<p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p>

Week	Title	Standards Covered
		<p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>SCI-(60) L.1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p> <p>SCI-(60) L.2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p> <p>SCI-(60) E.2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>
29	Springtime	<p>SCI-(60) SI.2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p> <p>SCI-(60) SI.2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p> <p>SCI-(60) E.1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p> <p>SCI-(60) E.2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p> <p>SCI-(60) E.2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>

Week	Title	Standards Covered
Unit 7: Choices		
30	Making, Buying, and Selling	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) GE.2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p> <p>HSS-(60) E.1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>
31	Jobs and Money	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) E.1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>
32	Farms and Food Sources	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>
Unit 8: Life All Around Us		
33	Habitats	<p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>
34	Awesome Animals	<p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>SCI-(60) L.1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>SCI-(60) L.2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>
35	Patterns	<p>SCI-(60) SI.1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</p>

Week	Title	Standards Covered
		<p>SCI-(60) SI.1.2 Observe objects and events in the environment and describe them in greater detail.</p> <p>SCI-(60) SI.1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</p> <p>SCI-(60) SI.1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</p> <p>SCI-(60) L.1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p> <p>MAT-(60) AF.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p>
36	What's Next?	<p>HSS-(60) SS.2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p> <p>HSS-(60) C.1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority</p> <p>HSS-(60) C.3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p>HSS-(60) C.4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p> <p>HSS-(60) H.3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.</p> <p>HSS-(60) H.4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.</p>

Week	Title	Standards Covered
Unit 1: Learning and Working Together K.1 Students understand that being a good citizen involves acting in certain ways. K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. K.6 Students understand that history relates to events, people, and places of other times.		
1	I Am a Member of a Community	
2	What are Rules?	K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
3	What are Laws?	
4	Our Government	
5	Learning and Working Together	
6	Characteristics of Active Citizens	K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
Unit 2: Symbols and Celebrations K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. K.6 Students understand that history relates to events, people, and places of other times.		
7	Patriotism	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
8	National Symbols	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
9	California State Symbols	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Week	Title	Standards Covered
10	National Patriotic Symbols	K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day).
Unit 3: Geography of the Neighborhood K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.		
11	Map Skills	K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
12	Location	K.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
13	Finding Places Around Me	K.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
14	Physical Characteristics of a Place	K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
15	Resources	K.4.5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
16	Human Characteristics of a Place	K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Week	Title	Standards Covered
		<p>K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)</p> <p>K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p>
17	My Neighborhood	K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
Unit 4: Time and Chronology K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.		
18	Calendars	K.5: Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
19	Words About Time	
20	Changes Over Time	K.6 Students understand that history relates to events, people, and places of other times.
Unit 5: Reaching Out to Times Past K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. K.6 Students understand that history relates to events, people, and places of other times.		
21	Life Long Ago and Today	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
22	Work Long Ago and Today	<p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>
23	Inventions	
24	Transportation Over Time	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Week	Title	Standards Covered
25	Communication Over Time	K.6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
Unit 6: Culture and Storytelling K.1 Students understand that being a good citizen involves acting in certain ways.		
26	Culture	
27	Learning From Stories	K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
28	Inquiry: Learning From Stories	K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
Unit 7: Economics		
29	Economics	
30	Economic Choices	
31	Spending and Saving	
Unit 8: Inquiry		
32	What is a Question?	
33	Asking Questions	
34	Today's Inquiry: Mountains	
35	Creating a Question	
36	Year in Review	

Week	Title	Standards Covered
Unit 1: Rights and Responsibilities of Citizenship 1.1 Students describe the rights and individual responsibilities of citizenship.		
1	Community	1.1 Students describe the rights and individual responsibilities of citizenship.
2	Rules and Laws	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”
3	Principles of Democracy	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”
4	Our Government	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
Unit 2: Symbols, Icons, and Traditions of the United States 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.		
5	Important Documents	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
6	Founders	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
7	Patriotism	1.3.1 Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country, ‘Tis of Thee”). 1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
8	National Symbols	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
9	California State Symbols	1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

Week	Title	Standards Covered
10	National Holidays	1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
Unit 3: Geography of the Community 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.		
11	Map Skills	1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 1.2.3 Construct a simple map, using cardinal directions and map symbols.
12	Location	1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
13	Physical Characteristics of a Place	1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
14	Human Characteristics of a Place	1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.2.3 Construct a simple map, using cardinal directions and map symbols.
15	Adapting to Our Location	1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
16	Geography of California	1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Week	Title	Standards Covered
17	Geography of My Community	<p>1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>1.2.2 Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p>
<p align="center">Unit 4: Life Today and Long Ago</p> <p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>		
18	Calendars	
19	Changes Over Time	<p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>1.4.1 Examine the structure of schools and communities in the past.</p>
20	Life Long Ago and Today	<p>1.4.1 Examine the structure of schools and communities in the past.</p> <p>1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>
21	Inventions	
22	Transportation Over Time	<p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>1.4.2 Study transportation methods of earlier days.</p>
23	Communication Over Time	<p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>

Week	Title	Standards Covered
Unit 5: Cultural Literacy		
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.		
24	Culture	<p>1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>
25	One State, Many People	<p>1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>
26	Folktales and Legends	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Unit 6: Economics		
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.		
27	Needs and Wants	
28	Economics	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.
29	Economic Choices	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
30	Economics and Geography	
31	Spending and Saving	
Unit 7: Inquiry		
32	What is Inquiry?	
33	Questions Come From Many Places: Part One	

Week	Title	Standards Covered
34	Questions Come From Many Places: Part Two	
35	Anansi and Inquiry	
36	Year in Review	

Week	Title	Standards Covered
Unit 1: Families Today and in the Past 2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		
1	The Year Ahead	
2	I Belong to a Community	
3	Thinking Like a Historian	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
4	Sequencing and Chronology	2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.3 Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).
5	What is Inquiry?	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
6	Family History Inquiry	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
7	Cultures	
8	Your Family Culture	2.1 Students differentiate between things that happened long ago and things that happened yesterday. 2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

Week	Title	Standards Covered
		2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
Unit 2: Government Institutions and Practices 2.3 Students explain governmental institutions and practices in the United States and other countries. 2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force. 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		
9	Rules and Laws	2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
10	Principles of Democracy	2.3 Students explain governmental institutions and practices in the United States and other countries.
11	Solving Problems	2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
12	Important Documents	2.3. Students explain governmental institutions and practices in the United States and other countries.
13	Purposes and Structure of Government	2.3. Students explain governmental institutions and practices in the United States and other countries.
14	State, Local, and Tribal Governments	2.3. Students explain governmental institutions and practices in the United States and other countries. 2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
15	Citizenship	2.3. Students explain governmental institutions and practices in the United States and other countries.
16	Patriotism	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Week	Title	Standards Covered
17	Important Documents	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
<p align="center">Unit 3: Geography and Mapping Skills</p> <p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>2.2.1 Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</p> <p>2.2.2 Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.</p> <p>2.2.3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p> <p>2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.</p>		
18	Themes of Geography	
19	Maps	<p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>2.2.2 Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.</p>
20	Location	<p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>2.2.1 Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</p>
21	Place: Physical Characteristics	<p>2.2.1 Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</p> <p>2.2.2 Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.</p>

Week	Title	Standards Covered
22	Place: Human Characteristics	2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.
23	Human and Environment Interaction	2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.
24	Why People Move	2.2.3 Locate on a map where their ancestors live(d), telling when the family moved to the local community, and how and why they made the trip.
25	Regions of the World	
26	Regions of California	2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.
<p style="text-align: center;">Unit 4: Economics</p> <p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p>2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p>2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).</p>		
27	Needs, Wants, and Resources	2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
28	Work and Resources	2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
29	Economic Choices	2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. 2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
30	Supply and Demand	2.4.2 Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. 2.4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).
31	Farm to Market in the	2.4.1 Describe food production and consumption long ago and today, including

Week	Title	Standards Covered
	Past	the roles of farmers, processors, distributors, weather, and land and water resources.
32	Farm to Market Today	2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
Unit 5: Civics and Government 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		
33	Heroes	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
34	Hero Biographies: Part One	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
35	Hero Biographies: Part Two	2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
36	Year in Review	

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiry	
2	Sources	
3	Examining Evidence and Communicating Conclusions	
4	Taking Action	
5	Engage in Your Own Inquiry	
Unit 2: Geography of the Local Region 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).		
6	Themes of Geography	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
7	Think Like a Geographer	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
8	Map Skills	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
9	Natural Features and Landforms of California	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

Week	Title	Standards Covered
		3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
10	Natural Features and Landforms: Oceans and Deserts	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
11	California's Natural Regions Today	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
12	Migrations	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
13	Water Is a Natural Resource	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>

Week	Title	Standards Covered
14	Engage in Your Own Inquiry	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
<p align="center">Unit 3: American Indians of the Local Regions</p> <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.</p>		
15	The Chumash	<p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>3.2.1. Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.2.2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>3.2.3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>3.2.4. Discuss the interaction of new settlers with the already established Indians of the region.</p>
16	Adapting to the Region	
17	The Maidu	<p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>3.2.1. Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.2.2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p>

Week	Title	Standards Covered
		<p>3.2.3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>3.2.4. Discuss the interaction of new settlers with the already established Indians of the region.</p>
18	The Yurok	<p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</p> <p>3.2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>3.2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</p> <p>3.2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.</p>
19	Engage in Your Own Inquiry	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
<p>Unit 4: Community Changes Over Time</p> <p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <ol style="list-style-type: none"> 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. 		
20	Timelines	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p>

Week	Title	Standards Covered
		<p>3.3.1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and Entrepreneurship.</p> <p>3.3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
21	Using Charts, Maps, and Data	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p>
22	Communities Over Time	
23	Land Use Over Time	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>

Week	Title	Standards Covered
24	Producers and Consumers	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
25	Community Interdependence	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p> <p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p>3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p>3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.</p>

Week	Title	Standards Covered
26	Transportation Over Time	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
27	Energy Over Time	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
28	Eyewitness to Change Over Time	<p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <p>3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>3.3.2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p> <p>3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>

Week	Title	Standards Covered
<p>Unit 5: Civics and Government</p> <p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson)</p>		
29	Important Documents	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4. Understand the three branches of government, with an emphasis on local government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King Jr.).</p>
30	American Government	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p>

Week	Title	Standards Covered
		<p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson).</p>
31	American Holidays and Symbols	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson).</p>
32	U.S. Government	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p>

Week	Title	Standards Covered
		<p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson).</p>
33	Tribal and State Government	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson).</p>
34	Local Government	<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p>3.4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p>

Week	Title	Standards Covered
		<p>3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p>3.4.4 Understand the three branches of government, with an emphasis on local Government.</p> <p>3.4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p>3.4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson).</p>
35	Engage in Your Own Inquiry	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p>3.1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).</p> <p>3.1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p>
36	Year in Review	

Week	Title	Standards Covered
Unit 1: The Lenses of Social Studies		
1	The Year Ahead	
2	Developing Questions and Planning Inquiry	
3	Sources	
4	Using Evidence to Communicate	
Unit 2: Geography		
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.		
5	Themes of Geography	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.</p> <p>4.1.2 Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.</p>
6	Map Skills and Place	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions of California.</p> <p>4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.</p> <p>4.1.2 Distinguish between the North and South Poles; the Equator and the Prime Meridian; the tropics; and the hemispheres, using coordinates to plot locations.</p>
7	Human-Environment Interaction	4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
8	Regions of the United States	4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
9	Regions of California	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p>

Week	Title	Standards Covered
		<p>4.1.4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.</p> <p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>
10	Culture	<p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>
<p>Unit 3: Early California and the Mission System</p> <p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p>4.2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p>4.2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.</p>		
11	Life in North America Before European Exploration and Colonization	<p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p>
12	California American Indian Tribes of the Pacific Coast and Desert Regions	<p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>

Week	Title	Standards Covered
		<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p>
13	California American Indian Tribes of the Mountain, Central Valley, and Delta Regions	<p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p>
14	Exploration and Encounters	<p>4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p>4.2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p>
15	Colonization	<p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p>

Week	Title	Standards Covered
		<p>4.2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>4.2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos</p> <p>4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p>
16	The Mission System	<p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p>4.2.4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>4.2.6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p>
<p align="center">Unit 4: Civics and Government</p> <p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p>		
17	The End of the Mission System	<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.7 Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p> <p>4.2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.</p>
18	Government and Economy of California Under Mexican Rule	<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p>4.2.7 Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p>

Week	Title	Standards Covered
		4.2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.
19	Early Settlers	<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.</p> <p>4.3.3 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> <p>4.3.4. Study the lives of women who helped build early California (e.g., Biddy Mason).</p>
20	The Mexican-American War and the Bear Flag Revolt	<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.3.4. Study the lives of women who helped build early California (e.g., Biddy Mason).</p>
<p align="center">Unit 5: The Gold Rush</p> <p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.</p> <p>4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> <p>4.3.4 Study the lives of women who helped build early California (e.g. Biddy Mason).</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p>		
21	Gold is Discovered in California	<p>4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</p> <p>4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.</p>
22	Migration to California	4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

Week	Title	Standards Covered
		4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
23	The Gold Rush	4.4.2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
24	Gold Rush Stories	4.3.4. Study the lives of women who helped build early California (e.g., Biddy Mason).
<p style="text-align: center;">Unit 6: Civics and Government</p> <p>4.3.5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.</p> <p>4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.8 Describe the history and development of California's public education system, including universities and community colleges.</p> <p>4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p>4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S Constitution.</p> <p>4.5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p>4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p> <p>4.5.5 Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p>		
25	California Statehood	4.3.5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
26	Technology Changes California	4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

Week	Title	Standards Covered
		<p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p>
27	Changes to Immigration	<p>4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p>
28	California Government	<p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <p>4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p>4.5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</p> <p>4.5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p>4.5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p> <p>4.5.5 Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p>
29	California Education System	<p>4.4.8 Describe the history and development of California's public education system, including universities and community colleges.</p>

Week	Title	Standards Covered
<p>Unit 7: California Statehood to the 21st Century</p> <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> <p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> <p>4.4.6 Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> <p>4.4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p> <p>4.4.8 Describe the history and development of California's public education system, including universities and community colleges.</p> <p>4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).</p>		
30	California and the Turn of the 20th Century	<p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p> <p>4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).</p>

Week	Title	Standards Covered
31	The Great Depression and the Dust Bowl	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> <p>4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).</p>
32	World War II	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p>
33	The Quest for Civil Rights	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p>
34	The Economy of California	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p>
35	Water and Its Impact on California	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <p>4.4.7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p>
36	Looking Back, Looking Forward	

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
2	Historical Inquiry Sources	
3	Analyzing and Evaluating Evidence	
4	Communicating Conclusions	
5	Engaging in Your Own Inquiry	
Unit 2: The Land Before Columbus		
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.		
6	Life in the Americas	<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>5.1.1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.1.2. Describe their varied customs and folklore traditions.</p> <p>5.1.3. Explain their varied economies and systems of government.</p>
7	American Indian Government and Trade	<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.1.2 Describe their varied customs and folklore traditions.</p> <p>5.1.3 Explain their varied economies and systems of government.</p>

Week	Title	Standards Covered
8	Trade and Economics in North America	<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>5.1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.1.2 Describe their varied customs and folklore traditions.</p> <p>5.1.3 Explain their varied economies and systems of government.</p>
<p>Unit 3: The Age of European Exploration</p> <p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p>		
9	The Age of Encounters	<p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>5.2.1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).</p> <p>5.2.2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).</p> <p>5.2.3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</p> <p>5.2.4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.</p> <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p>

Week	Title	Standards Covered
		<p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)."</p>
10	Consequences of Contact	<p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)."</p>
11	Guided Inquiry	<p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>5.2.1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).</p> <p>5.2.2. Explain the aims, obstacles, and accomplishments of the explorers,</p>

Week	Title	Standards Covered
		<p>sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).</p> <p>5.2.3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</p> <p>5.2.4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia."</p> <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).</p>
<p align="center">Unit 4: Colonies in North America</p> <p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p>		
12	The Colonies and Their Founding	<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p>

Week	Title	Standards Covered
		<p>5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p>5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p>
13	Jamestown	<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <p>5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p>

Week	Title	Standards Covered
		5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
14	Plymouth	<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <p>5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p>5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings</p>
15	Philadelphia	<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p>

Week	Title	Standards Covered
		<p>5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p>5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p>
16	Colonial Life	<p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <p>5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and</p>

Week	Title	Standards Covered
		<p>opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p>5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p>
17	Conflict and Awakening	<p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).</p>
18	Clash of Empires	<p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p>

Week	Title	Standards Covered
		5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
19	Consequences of the French and Indian War	<p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.</p> <p>5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).</p> <p>5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).</p> <p>5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).</p> <p>5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).</p>
20	Guided Inquiry: Impact of North America on Colonial Empires	5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

Week	Title	Standards Covered
Unit 5: Creating the United States 5.5 Students explain the causes of the American Revolution. 5.6 Students understand the course and consequences of the American Revolution.		
21	The Acts of Parliament	5.5 Students explain the causes of the American Revolution. 5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.5.3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.5.4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).
22	The Actions of the Colonies	5.5 Students explain the causes of the American Revolution. 5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.5.2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.5.3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.5.4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams). 5.6 Students understand the course and consequences of the American Revolution. 5.6.1 Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 5.6.2 Describe the contributions of France and other nations and of

Week	Title	Standards Covered
		<p>individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko' sciuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>5.6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.7 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.6.8 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>
23	Shot Heard 'Round the World	<p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.6.2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko' sciuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against</p>

Week	Title	Standards Covered
		<p>hoarding goods and materials and profiteering.</p> <p>5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>
<p align="center">Unit 5: Creating the United States</p> <p align="center">5.6 Students understand the course and consequences of the American Revolution.</p> <p align="center">5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic</p>		
24	Independence and Revolution: The People	<p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.6.2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'ciuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery</p>

Week	Title	Standards Covered
25	The War in the Southern Colonies	<p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.6.2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'ściuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>
26	Independence and Revolution: The Military	<p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.6.2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'ściuszko, Baron Friedrich Wilhelm von Steuben).</p> <p>5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).</p> <p>5.6.4. Understand the personal impact and economic hardship of the war on</p>

Week	Title	Standards Covered
		<p>families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p> <p>5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.</p> <p>5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p>
27	The Founders and Process	<p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p> <p>5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.</p> <p>5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</p> <p>5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p> <p>5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>5.7.6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").</p>
28	Constitution	<p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p> <p>5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.</p> <p>5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of</p>

Week	Title	Standards Covered
		<p>Rights.</p> <p>5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</p> <p>5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p> <p>5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>5.7.6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).</p>
29	The Bill of Rights	<p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.</p> <p>5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.</p> <p>5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</p> <p>5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p> <p>5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>5.7.6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).</p>
30	Guided Inquiry: State and the Constitutional Convention	<p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.</p>

Week	Title	Standards Covered
		<p>5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.</p> <p>5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.</p> <p>5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.</p> <p>5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>5.7.6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).</p>
<p align="center">Unit 6: Expansion and Conflict</p> <p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>		
31	The New Nation	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p>

Week	Title	Standards Covered
		<p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
32	America on the Move	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
33	Expansion and Growth	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal</p>

Week	Title	Standards Covered
		<p>rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
34	Impact of Westward Settlement on American Indians	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
35	The Cherokee Nation	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>

Week	Title	Standards Covered
		<p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.</p>
36	Guided Inquiry: Impact of Expansion and Growth on the United States	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).</p> <p>5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).</p> <p>5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).</p> <p>5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p>

Week	Title	Standards Covered
		5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Week	Title	Standards Covered
Unit 1: HSS Skills		
1	Geography/ Map Skills	Chronological and Spatial Thinking <ol style="list-style-type: none"> 1. Students explain how major events are related to one another in time. 2. Students construct various timelines of key events, people, and periods of the historical era they are studying. 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
2	Historical Thinking Skills	Research, Evidence, and Point of View <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). Historical Interpretation <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
3	Introduction to Government and Economics	Historical Interpretation <ol style="list-style-type: none"> 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Week	Title	Standards Covered
Unit 2: Paleolithic Era to the Agricultural Revolution		
4	From Nomads to Farmers: Exploring the Dawn of Civilization	<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>6.1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire.</p> <p>6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>
5	Inquiry: The Changing Climate	<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>
Unit 3: Mesopotamia		
6	Cradle of Civilization: Exploring Mesopotamia's Geography and Early Development	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>
7	Mesopotamia: Farming, Faith, and the First Cities	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p>
8	Inquiry: The Tigris and Euphrates Rivers	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>

Week	Title	Standards Covered
Unit 4: Egypt		
9	Ancient Egypt	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> <p>6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p>
10	Ancient Egypt: Power, Prosperity, and the Nile	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p>
11	Ancient Egypt: Laws, Pharaohs, Pyramids, and Trade	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.4 Know the significance of Hammurabi's Code.</p> <p>6.2.5 Discuss the main features of Egyptian art and architecture.</p> <p>6.2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p> <p>6.2.7 Understand the significance of Queen Hatshepsut and Ramses the Great.</p> <p>6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. "</p>
12	Inquiry: The Evolution of Written Language	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.9 Trace the evolution of language and its written forms.</p>

Week	Title	Standards Covered
Unit 5: Kush		
13	The Kingdom of Kush: Crossroads of Empires and Cultures	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>
14	The Evolution of Agriculture in the Kushite Kingdom	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.3 Understand the relationship between religion and the social and political order in Kush Mesopotamia and Egypt.</p> <p>6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p>
15	Kush: Trade, Temples, and the Rise of an Empire	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.2.3 Understand the relationship between religion and the social and political order in Kush Mesopotamia and Egypt.</p> <p>6.2.8 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p>
16	Inquiry: Ancient Kush: Inventors on the Nile	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p>
Unit 6: Ancient Hebrews		
17	From Tribes to Kings: The Ancient Hebrews	<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p>
18	Exploring Judaism: Beliefs, Practices, and Influences	<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>6.3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.</p>

Week	Title	Standards Covered
		<p>6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</p> <p>6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.</p>
19	In Search of a Promised Land: The Exodus and the Hebrew Migrations	<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.</p> <p>6.3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.</p>
20	Inquiry: Judaism's Legacies and Contributions	<p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</p>
Unit 7: Ancient Greece		
21	The Geography of Ancient Greece	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p>
22	City-States, Trade, and the Birthplace of Democracy	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p>
23	Power, Culture, and	<p>6.4 Students analyze the geographic, political, economic, religious, and social</p>

Week	Title	Standards Covered
	Conflict: Persia, Greece, and the Rise of Alexander the Great	<p>structures of the early civilizations of Ancient Greece.</p> <p>6.4.5 Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>6.4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</p>
24	Inquiry Week: It's All Greek to Me	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.</p> <p>6.4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides)."</p>
Unit 8: India		
25	Introduction to India	<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6.5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.</p>
26	India and the Aryan Conflicts	<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6.5.2 Discuss the significance of the Aryan invasions.</p> <p>6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.</p> <p>6.5.4 Outline the social structure of the caste system.</p>
27	Exploring Buddhism and	6.5 Students analyze the geographic, political, economic, religious, and social

Week	Title	Standards Covered
	the Mauryan Empire	<p>structures of the early civilizations of India.</p> <p>6.5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</p> <p>6.5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.</p>
28	Inquiry: The Enduring Legacy of Ancient India	<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu Arabic numerals and the zero).</p>
Unit 9: China		
29	Geography, Isolation, & the Rise of China's Early Civilizations	<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p>
30	Confucianism and Taoism Seek to Solve Ancient Problems	<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p>
31	From Shi Huangdi to the Silk Road: Exploring China's Dynasties	<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6.6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p> <p>6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p>
32	Inquiry: The Silk Road to	6.6 Students analyze the geographic, political, economic, religious, and social

Week	Title	Standards Covered
	Enlightenment: How Buddhism Reached China	structures of the early civilizations of China. 6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.
Unit 10: Rome		
33	The Roman Republic	6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 6.7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
34	From Republic to Empire	6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 6.7.3 Discuss the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. 6.7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
35	Christianity Takes Hold in the Roman Empire and Beyond	6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 6.7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. 6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). 6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

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Week	Title	Standards Covered
36	Inquiry: Roman Influence on the Modern World	<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>6.7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>

Week	Title	Standards Covered
Unit 1: HSS Skills		
1	Geography/ Map Skills	Chronological and Spatial Thinking <ol style="list-style-type: none"> 1. Students explain how major events are related to one another in time. 2. Students construct various timelines of key events, people, and periods of the historical era they are studying. 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
2	Historical Thinking Skills	Research, Evidence, and Point of View <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).
3	Inquiry	Historical Interpretation <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
Unit 2: Rome and Byzantium		
4	Rome	7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

Week	Title	Standards Covered
		7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
5	Byzantium	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>
6	Inquiry: Contributions of Rome and Byzantium	7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
Unit 3: Islam		
7	Geography/ Origins of Islam	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.2.1 Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p>
8	Islam	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p> <p>7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.</p> <p>7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</p>
9	Expansion of Muslim Rule	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</p>

Week	Title	Standards Covered
		<p>7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.</p> <p>7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p>
10	Inquiry: The Gupta Empire	7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
Unit 4: Africa		
11	Geography and Development of Sub-Saharan and West Africa	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p>
12	Trade, Culture, and Religion in Africa	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p>
13	Growth of Islam/ Arabic in Africa	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.</p>
14	Inquiry: Influence of Islam in West Africa	7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
Unit 5: Japan		

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Week	Title	Standards Covered
15	China: Tang and Sung Dynasties	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p> <p>7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</p>
16	China: Confucianism	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</p> <p>7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p> <p>7.3.6 Describe the development of the imperial state and the scholar-official class.</p>
17	Japan: Prince Shotoku, Shogun, and the Samurai	<p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.</p> <p>7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.</p> <p>7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.</p>
18	Japan: Buddhism and the Golden Ages	<p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.5.4 Trace the development of distinctive forms of Japanese Buddhism.</p> <p>7.5.5 Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.</p>
19	Inquiry: China and Korea's Influence on	<p>7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.</p>

Week	Title	Standards Covered
	Japan	<p>7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p>
Unit 6: Mesoamerica		
20	The Maya	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p>
21	The Aztec	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p>
22	The Inca	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p>

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Week	Title	Standards Covered
		<p>7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p>
23	Inquiry: Mesoamerican Achievements Influence the World	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p>
Unit 7: Medieval Europe		
24	Geography and the Development of Feudalism	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</p> <p>7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p>
25	The Rise of Monarchies	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p>
26	The Catholic Church	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.</p> <p>7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and</p>

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Week	Title	Standards Covered
		spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
27	The Crusades	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p> <p>7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").</p> <p>7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.</p>
28	Inquiry: The Bubonic Plague and its Impact on Europe	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>
Unit 8: Renaissance and the Reformation		
29	The Renaissance: A New Look at Classic Ideas	<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</p> <p>7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.</p> <p>7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</p>
30	Renaissance Artists	7.8 Students analyze the origins, accomplishments, and geographic diffusion of

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Week	Title	Standards Covered
	Change the Way We View the World	<p>the Renaissance.</p> <p>7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</p> <p>7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>
31	The Reformation	<p>7.9 Students analyze the historical developments of the Reformation.</p> <p>7.9.1 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</p> <p>7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</p> <p>7.9.3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</p> <p>7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</p> <p>7.9.5 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).</p> <p>7.9.6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map."</p>
32	Inquiry: From Cooperation to Inquisition	<p>7.9 Students analyze the historical developments of the Reformation.</p> <p>7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).</p>
Unit 9: The Scientific Revolution, Age of Exploration, and the Enlightenment		

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Week	Title	Standards Covered
33	The Scientific Revolution	<p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <p>7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p> <p>7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p> <p>7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</p>
34	The Age of Exploration	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p> <p>7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</p>
35	The Enlightenment	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11.4 Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.</p>
36	Inquiry: The Enlightenment's Influence on America	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <p>7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</p> <p>7.11.6 Discuss how the principles in the Magna Carta were embodied in such</p>

Week	Title	Standards Covered
		documents as the English Bill of Rights and the American Declaration of Independence.

Week	Title	Standards Covered
Unit 1: HSS Skills		
1	Historical Thinking Skills	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students explain how major events are related to one another in time. 2. Students construct various timelines of key events, people, and periods of the historical era they are studying. 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives). <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
Unit 2: Road to Revolution		
2	The Great Awakening & Social Contract	<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy</p> <p>8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p> <p>8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p> <p>8.2 Students analyze the political principles underlying the U.S. Constitution</p>

Week	Title	Standards Covered
		and compare the enumerated and implied powers of the federal government. 8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
3	The Revolutionary War	8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy 8.1.3 Analyze how the American Revolution affected other nations, especially France.
4	Inquiry: The Declaration of Independence	8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy 8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., keyphrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
Unit 3: The U.S. Constitution		
5	The Constitution & The Articles of Confederation	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. 8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause. 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. 8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
6	The U.S. Constitution	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. 8.2.5 Understand the significance of Jefferson’s Statute for Religious Freedom

Week	Title	Standards Covered
		<p>as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p> <p>8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p>
7	Federalists and Anti-Federalists	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>8.2.4 Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.</p> <p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p>
8	Inquiry: The Bill of Rights	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>8.2.5 Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p> <p>8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.3.7 Understand the functions and responsibilities of a free press.</p>
Unit 4: The Early Republic		

Week	Title	Standards Covered
9	Precedents and Presidents: Establishing a New Nation	<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</p> <p>8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full faith and credit.</p> <p>8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion)</p> <p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</p> <p>8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p>
10	President Adams	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</p>
11	President Jefferson	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4.1 Describe the country's physical landscapes, political divisions, and</p>

Week	Title	Standards Covered
		<p>territorial expansion during the terms of the first four presidents.</p> <p>8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</p> <p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>
12	The War of 1812	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p>
13	Inquiry: The Monroe Doctrine	<p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p>
Unit 5: Sectionalism Grows		
14	The Industrial North	<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p> <p>8.6.2 Outline the physical obstacles to and the economic and political factors</p>

Week	Title	Standards Covered
		<p>involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).</p> <p>8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and social arrangements of cities(e.g., Irish immigrants and the Great Irish Famine).</p> <p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>8.9.2 Discuss the abolition of slavery in early state constitutions.</p> <p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p>
15	Changes in the South	<p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p> <p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.2 Trace the boundaries constituting the North and the South, the</p>

Week	Title	Standards Covered
		geographical differences between the two regions, and the differences between agrarians and industrialists.
16	Reform Movements	<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.</p> <p>8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).</p> <p>8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).</p>
17	Inquiry: Abolitionists	<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</p> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>8.9.2 Discuss the abolition of slavery in early state constitutions.</p> <p>8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p>
Unit 6: The Age of Jackson		
18	Jackson as President	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economics system of law).</p> <p>8.8 Students analyze the divergent paths of the American people in the West</p>

Week	Title	Standards Covered
		<p>from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).</p> <p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p>
19	Manifest Destiny	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>
20	Inquiry: Indian Removal Act	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>
Unit 7: Westward Movements		
21	Texas War for Independence	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p> <p>8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p>
22	The Mexican-American War	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.5 Discuss Mexican settlements and their locations, cultural traditions,</p>

Week	Title	Standards Covered
		<p>attitudes toward slavery, land-grant system, and economies.</p> <p>8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p>
23	Life in the West	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.3 Describe the role of pioneer women and the new status that western women achieved(e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).</p> <p>8.8.4 Examine the importance of the great rivers and the struggle over water rights.</p>
24	Inquiry: Westward Movements	<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8.3 Describe the role of pioneer women and the new status that western women achieved(e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).</p>
Unit 8: Causes of the Civil War		
25	The Road to War: Failed Compromises	<p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p> <p>8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise(1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.</p> <p>8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p>

Week	Title	Standards Covered
26	Election of 1860	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>
27	Inquiry: "A House Divided" -Lincoln	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>
Unit 9: The U.S. Civil War		
28	The War Begins	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p>
29	Major Battles	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General surrender at Appomattox.</p> <p>8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.</p>
30	The End of the War	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General surrender at Appomattox.</p>
31	Inquiry: Lincoln's 2nd Inaugural Address	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p>

Week	Title	Standards Covered
Unit 10: Reconstruction		
32	Reconstruction Plans & Amendments	<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p>8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>
33	Changes in Society	<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).</p> <p>8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</p> <p>8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.</p>
34	Inquiry: Plessy vs. Ferguson: 1896 (“Separate but Equal?”)	<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</p>
Unit 11: The Rise of Industrial America		
35	Changes in Policies and Industrial Development	<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade, and locate such development on a map.</p> <p>8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p> <p>8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.</p>

Week	Title	Standards Covered
		<p>8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry(e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p>
36	The Gilded Age	<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on the social fabric of cities, wealth and economic opportunity, the conservation movement).</p> <p>8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p> <p>8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amid growing cultural diversity; and discuss the new wave of nativism.</p> <p>8.12.8 Identify the characteristics and impact of Grangerism and Populism.</p> <p>8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p>