

Standards		Weekly Issues
PDM Physical Development and Motor Skills		
PDM1	The child will reinforce healthy living practices.	1: School Rules 7: Staying Healthy 8: Staying Safe
PDM1.4a	The child will remain attentive and focused unless it is nap time.	2: All About Me 5: In the Neighborhood 9: Maps 10: Land and Water
PDM1.4b	The child will readily join in a variety of organized and unorganized activities, indoors and outdoors, for a continuous period of time. The activities will improve the child's strength, endurance, and flexibility.	7: Staying Healthy 8: Staying Safe
PDM1.4c	The child will regularly follow basic safety rules and understand the consequences if they fail to follow the rules.	1: School Rules 5: In the Neighborhood 8: Staying Safe
PDM1.4d	The child will convey the importance of adhering to the safety rules.	1: School Rules 5: In the Neighborhood 8: Staying Safe
PDM1.4e	The child will identify the importance of activities designed to fulfill health and self care needs, and actively participate in them.	7: Staying Healthy
PDM1.4f	The child will name people who can be trusted to keep them safe and healthy.	6: Workers and Helpers 7: Staying Healthy 8: Staying Safe
PDM2	The child will engage in activities designed to teach the importance of proper nutrition.	7: Staying Healthy
PDM2.4a	The child will assist in preparing snacks and meals that are healthy and nutritious.	7: Staying Healthy
PDM2.4b	The child will be able to sort food into food groups. They will be able to explain the benefits of eating healthy foods.	7: Staying Healthy 20: Many Cultures

Standards		Weekly Issues
PDM3	The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.	3: Feelings 5: In the Neighborhood 7: Staying Healthy 8: Staying Safe 9: Maps
PDM3.4a	The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.	3: Feelings 5: In the Neighborhood 7: Staying Healthy 8: Staying Safe 9: Maps 22: Going Places
PDM3.4b	The child will be able to display spatial awareness by participating in play activities.	3: Feelings 7: Staying Healthy
PDM4	The child will be able to navigate the environment and process new information by using their five senses (sight, touch, hearing, smell, and taste).	7: Staying Healthy 9: Maps 10: Land and Water
PDM4.4a	The child will be able to distinguish between a mixture of sights, smells, sounds, textures, and tastes, and be able to identify each one.	7: Staying Healthy 20: Many Cultures 32: Farms and Food Sources
PDM4.4b	The child will disassemble objects and creatively assemble the parts into new structures.	4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 25: Solving Problems 26: A World of Things
PDM5	The child will show their ability in gross motor skills.	3: Feelings 5: In the Neighborhood 9: Maps 10: Land and Water
PDM5.4a	The child will be able to perform complex tasks via coordinated movement.	6: Workers and Helpers

Standards		Weekly Issues
PDM5.4b	The child will display development in coordination and balance skills by participating in various activities.	3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 15: Weather and Seasons 20: Many Cultures 27: Forces of Motion
PDM6	The child will display an ability to utilize fine motor skills.	5: In the Neighborhood
PDM6.4a	The child will be capable of displaying the ability to perform fine motor tasks requiring small muscle strength and control.	5: In the Neighborhood 6: Workers and Helpers
PDM6.4b	The child will be able to easily handle small objects using hand-eye coordination.	5: In the Neighborhood 6: Workers and Helpers
PDM6.4c	The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.	All Weeks- Teacher Observed
SED Social & Emotional Development		
SED1	The child will be conscious and achieve self-awareness.	2: All About Me 4: Family and Friends 6: Workers and Helpers 9: Maps
SED1.4a	The child will be able to identify themselves as an individual member of a distinct group or demographic and understand their position in the larger world picture.	1: School Rules 4: Family and Friends 5: In the Neighborhood
SED1.4b	The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.	2: All About Me 4: Family and Friends 6: Workers and Helpers 9: Maps 10: Land and Water 36: What's Next?
SED1.4c	The child will have confidence in a variety of abilities. The child will be able to take on and succeed in new tasks.	2: All About Me 5: In the Neighborhood 9: Maps 25: Solving Problems

Standards		Weekly Issues
SED1.4d	The child will be capable of independence, and make their own choices.	6: Workers and Helpers 7: Staying Healthy 30: Making, Buying, and Selling
SED2	The child will have the ability to express themselves.	3: Feelings
SED2.4a	The child will be able to use words, sentences, and actions to effectively communicate their needs, ideas, opinions, and preferences.	3: Feelings
SED2.4b	The child will use verbal and non-verbal expressions to describe and explain their entire range of emotions with the guidance of an adult.	3: Feelings
SED2.4c	The child will be able to express the emotions of themselves and others through pretend-play.	3: Feelings
SED2.4d	The child will be able to distinguish between positive and negative emotions, and understand the conditions that invoke each with the guidance of an adult.	3: Feelings
SED3	The child will display a development of self-control.	All Weeks- Teacher Observed
SED3.4a	The child will independently follow rules and routines laid out for them.	1: School Rules 9: Maps
SED3.4b	The child will be able to regulate their own emotions and behavior. They will independently seek out adult aid when needed.	3: Feelings 4: Family and Friends
SED3.4c	The child will be able to regulate a wide range of impulses.	3: Feelings
SED3.4d	The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.	All Weeks- Teacher Observed
SED4	The child will be able to form relationships and build social skills with adults.	5: In the Neighborhood 6: Workers and Helpers 9: Maps
SED4.4a	The child will be able to transition to new and unfamiliar settings well.	All Weeks- Teacher Observed

Standards		Weekly Issues
SED4.4b	The child will take the advice of familiar adults to decide how to respond to specific situations.	5: In the Neighborhood
SED4.4c	The child will show affection to adults they are familiar with by using more complex words and actions.	6: Workers and Helpers
SED4.4d	The child will seek out adults when they need help or assistance.	3: Feelings 4: Family and Friends 5: In the Neighborhood 7: Staying Healthy
SED5	The child will be able to build relationships with peers and build social skills with them.	1: School Rules 4: Family and Friends
SED5.4a	The child will be able to develop friendships with other children and be able to maintain them.	4: Family and Friends
SED5.4b	The child will engage in cooperative play with a few peers for a sustained amount of time.	2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers
SED5.4c	The child will be able to attempt to resolve conflicts between peers by using appropriate strategies.	4: Family and Friends
SED5.4d	The child will display emerging empathy and the ability to understand the emotions of their peers. They'll attempt to comfort and help peers in distress.	3: Feelings 4: Family and Friends
SED5.4e	The child will respect their peers' personal space and not take belongings without permission.	3: Feelings 4: Family and Friends 5: In the Neighborhood 7: Staying Healthy 8: Staying Safe 16: Wintertime
APL Approaches to Play & Learning		
APL1	The child will be able to take initiative and direct themself.	4: Family and Friends 6: Workers and Helpers 9: Maps 20: Many Cultures
APL1.4a	The child will independently learn new concepts, try new experiences, and complete new tasks by themself.	All Weeks- Teacher Observed

Standards		Weekly Issues
APL1.4b	The child will select from a wide variety of activities and carry them out without the prompting of an adult.	All Weeks- Teacher Observed
APL1.4c	The child will independently set goals for themselves. They will develop plans and follow through on them.	1: School Rules 7: Staying Healthy
APL2	The child will express interest and curiosity in the world around them.	1: School Rules 5: In the Neighborhood 9: Maps
APL2.4a	The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.	All Weeks
APL2.4b	The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.	All Weeks
APL2.4c	The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.	All Weeks
APL3	The child will be able to keep their attention on a specific activity and display persistence.	2: All About Me 6: Workers and Helpers 10: Land and Water
APL3.4a	The child will perform activities independently. They will continue tasks over a period of time.	10: Land and Water
APL3.4b	The child will continue to improve skills through practice even after accomplishing them.	1: School Rules
APL3.4c	The child will collaborate with others in order to achieve a goal or accomplish a task.	1: School Rules 6: Workers and Helpers 9: Maps 36: What's Next?
APL3.4d	The child will persist in accomplishing a task even after previous failures.	All Weeks- Teacher Observation
APL4	The child will display a development of individualized and imaginative play.	5: In the Neighborhood
APL4.4a	The child will engage in elaborate and sustained imagined play. The child will be able to distinguish between fantasy and real life.	6: Workers and Helpers

Standards		Weekly Issues
APL5	The child will demonstrate flexibility and cooperation in play and learning.	3: Feelings
APL5.4a	The child will willingly join peers in sustained cooperative play and learning to complete a task.	1: School Rules 3: Feelings 4: Family and Friends 6: Workers and Helpers 14: The Sun and Moon 17: Celebrations 20: Many Cultures 30: Making, Buying and Selling
APL5.4b	The child will be able to fill a variety of roles in a group setting.	4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers
APL5.4c	The child will be able to utilize inventiveness, imagination, and creativity when solving a problem.	4: Family and Friends 25: Solving Problems
APL5.4d	The child will consider different possible solutions. They will demonstrate flexibility if an alternate solution is suggested by a peer or adult.	4: Family and Friends 9: Maps 33: Habitats
APL5.4e	The child will recover from setbacks and reconcile when there is a difference of opinion in group settings.	9: Maps
CLL Communication, Language & Literacy		
CLL1	The child will be able to follow conversations and understand what is being discussed.	All Weeks- Teacher Observation
CLL1.4a	The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.	All Weeks- Teacher Observation
CLL1.4b	The child will be able to comprehend and follow instructions involving multiple steps.	All Weeks- Teacher Observation
CLL1.4c	The child will be able to expand on thoughts or ideas that are expressed.	2: All About Me 5: In the Neighborhood 9: Maps
CLL2	The child will be able to acquire new vocabulary from conversations, activities, stories, and books.	All Weeks- Teacher Observation

Standards		Weekly Issues
CLL2.4a	The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.	1: School Rules 4: Family and Friends 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 24: Look, Explore, Learn
CLL2.4b	The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.	All Weeks- Teacher Observation
CLL3	The child will utilize body language and nonverbal communications in a variety of situations.	3: Feelings 20: Many Cultures
CLL3.4a	The child will be able to employ complex gestures and actions in order to emphasize verbal communication when communicating needs and wants.	3: Feelings 4: Family and Friends 9: Maps 36: What's Next?
CLL3.4b	The child will be able to use appropriate non-verbal gestures, body language, and actions to communicate their feelings.	1: School Rules 3: Feelings 9: Maps 13: Giving Thanks
CLL4	The child will show development in using more complex spoken language.	
CLL4.4a	The child will use spoken language that can be easily understood.	
CLL4.4b	The child will ask questions and/or respond verbally by using expanded sentences and sentence structures.	
CLL4.4c	The child will be able to use detail when describing activities, experiences, and stories.	
CLL4.4d	The child will be able to demonstrate their expanded vocabulary in a variety of situations.	
CLL5	The child will derive meaning from materials read to them.	
CLL5.4a	The child will, before reading a story, be able to make predictions about the contents of the story based on prior knowledge, the story title, and pictures.	

Standards		Weekly Issues
CLL5.4b	The child will be about to recite stories they are familiar with.	
CLL5.4c	The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.	All Weeks- Teacher Observation Page 4 activities
CLL5.4d	The child will be able to make connections between real-life experiences and the stories they consume.	
CLL5.4e	The child will be able to describe a possible alternate ending for the story.	
CLL6	The child will develop early phonological awareness, or in other words develop an awareness of the different units of sound.	
CLL6.4a	The child will listen to sounds and be able to differentiate between sounds that are different and ones that are the same.	
CLL6.4b	The child will be able to identify words that rhyme and produce rhymes themselves.	
CLL6.4c	The child will be able to find the initial sounds in words with the assistance of an adult.	
CLL6.4d	The child will be able to split full sentences into individual words.	
CLL6.4e	The child will be able to split words into syllables.	
CLL6.4f	The child will, under adult guidance, be able to blend and manipulate sounds and phonemes.	
CLL7	The child will demonstrate a development in their understanding of the alphabet.	
CLL7.4a	The child will be able to recognize and name some uppercase and lowercase letters of the alphabet when provided prompting and support.	
CLL8	The child will display understanding of print concepts.	All Weeks- Icon indicators

Standards		Weekly Issues
CLL8.4a	The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.	All Weeks- Page 4 Reading activities
CLL8.4b	The child will understand that words are formed by assembling letters together. The child will understand that spaces are used to separate words in print.	
CLL8.4c	The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.	All Weeks- Icon indicators
CLL8.4d	The child will be able to recognize and read print that appears in their environment.	All weeks
CLL8.4e	The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.	All Weeks- Icon indicators
CLL9	The child will demonstrate the ability to write and utilize that ability for a variety of purposes.	1: School Rules 2: All About Me 10: Land and Water
CLL9.4a	The child will be able to communicate by drawing pictures and copying letters and/or numbers.	All Weeks
CLL9.4b	The child will understand how to use writing tools.	2: All About Me 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 32: Farms and Food Sources
CLL9.4c	The child will use their ability to write for a variety of different purposes.	
CLL9.4d	The child will have the ability to write some letters of the alphabet.	
CD Cognitive Development and General Knowledge Math CD-MA (Cognitive Development Mathematics)		
CD-MA1	The child will be able to build a knowledge of numbers and quantity, represent their knowledge, and organize it.	2: All About Me 4: Family and Friends 10: Land and Water

Standards		Weekly Issues
CD-MA1.4a	The child will be able to recite numbers starting from 1 to 20 in a sequence.	2: All About Me 4: Family and Friends
CD-MA1.4b	The child will be able to recognize numbers, use counting in their play, and be able to determine quantity using numerals.	4: Family and Friends 6: Workers and Helpers 10: Land and Water
CD-MA.1.4c	The child will be able to associate numbers to sets of objects of the same quantity, going from 0-10.	
CD-MA1.4d	The child will be able to describe two sets as having more, less or equal quantities.	2: All About Me 5: In the Neighborhood
CD-MA1.4e	The child will quickly be able to recognize the quantity of items in a set and be able to name how many items are in a set up to four items.	
CD-MA1.4f	The child will be able to recite numbers that come before and after a given number, up to 10.	
CD-MA2	The child will, by using quantity and numbers, be able to manipulate, compare, and describe relationships.	
CD-MA2.4a	The child will be able to identify and match two equal sets of items through one-to-one correspondence. They will understand that both sets are the same.	
CD-MA2.4b	The child will, through one-to-one correspondence, be able to count at least 10 objects.	2: All About Me 10: Land and Water
CD-MA2.4c	The child will be capable of combining, separating, and naming quantities through practice.	
CD-MA2.4d	The child will be able to analyze classroom graphs and describe the data presented using numerical math language.	2: All About Me
CD-MA2.4e	The child will understand and can respond with the last number counted to represent quantity with adult guidance and when counting.	10: Land and Water
CD-MA3	The child will be able to communicate quantities such as distance, weight, length, height, and time and be able to explore those quantities.	5: In the Neighborhood 10: Land and Water

Standards		Weekly Issues
CD-MA3.4a	The child will be able to supplement the recounting of experiences by using mathematical terms to describe measurement.	
CD-MA3.4b	The child will be able to use a combination of two or more attributes such as length, weight, and size to compare two objects.	
CD-MA3.4c	The child will be able to measure and compare length, volume, and weight. This will be accomplished by utilizing a variety of different techniques and tools, both standard and non-standard.	
CD-MA3.4d	The child will be aware of the passage of time, and be able to form a connection between the progression of time with actual events. The child will be able to describe the progression of time.	
CD-MA4	The child will have the ability to manipulate patterns by sorting, ordering, classifying, and creating patterns.	5: In the Neighborhood 23: Symbols of Unity
CD-MA4.4a	The child will independently sort a group of objects according to a specific characteristic and be able to describe their criteria.	9: Maps 23: Symbols of Unity
CD-MA4.4b	The child will take groups of objects and be able to sort and classify them according to their attributes or relationships.	6: Workers and Helpers 23: Symbols of Unity
CD-MA4.4c	The child will be able to create their own simple, repeating patterns and be able to extend them.	5: In the Neighborhood 9: Maps 23: Symbols of Unity
CD-MA5	The child will recognize and describe how objects are related spatially and be able to explore that relationship.	5: In the Neighborhood 9: Maps
CD-MA5.4a	The child will be able to accurately describe where objects are in their environment in terms of position, distance, and order, and use accurate language to do so.	9: Maps
CD-MA5.4b	The child will be able to manipulate objects deliberately. They will be capable of describing the process in which to fit items together.	

Standards		Weekly Issues
CD-MA6	The child will have a sufficient knowledge of shapes to recognize, describe, and explore shapes and their concepts.	1: School Rules 4: Family and Friends 5: In the Neighborhood
CD-MA6.4a	The child will be able to name common two-dimensional and three dimensional shapes and be able to recognize them. The child will be able to name their parts and attributes.	4: Family and Friends
CD-MA6.4b	The child will be able to form new shapes by combining simple shapes.	
CD-MA7	The child will understand numbers and mathematical operations well enough to use mathematics in problem solving, reasoning, estimation, and communication.	
CD-MA7.4a	The child will be able to use mathematical terms to utilize estimation. They will understand how to check estimates.	
CD-MA7.4b	The child will be able to solve mathematical problems by using simple strategies. The child will be able to communicate how they solved the problem.	
CD-MA7.4c	The child will be able to solve mathematical problems through reasoning skills. They will be able to communicate how they arrived at the solution.	
Science CD-SC (Cognitive Development: Science)		
CD-SC1	The child will be capable of scientific inquiry using investigation skills.	24: Look, Explore, Learn 25: Solving Problems
CD-SC1.4a	The child will be able to observe, classify, and learn about objects and environments by using their senses.	7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Sources 24: Look, Explore, Learn 25: Solving Problems 32: Farms and Food Sources 35: Patterns

Standards		Weekly Issues
CD-SC1.4b	The child will be able to experiment, observe, and increase their understanding through the use of simple tools.	6: Workers and Helpers 9: Maps 12: Outer Space 15: Weather and Seasons 22: Going Places 24: Look, Explore, Learn 25: Solving Problems 35: Patterns
CD-SC1.4c	The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.	4: Family and Friends 9: Maps 12: Outer Space 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 35: Patterns
CD-SC1.4d	The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.	10: Land and Water 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 29: Springtime 35: Patterns
CD-SC2	The child will have an understanding of how the dynamics of the earth and sky operate.	9: Maps 10: Land and Water 11: Living Things 12: Outer Space 14: The Sun and the Moon 29: Springtime 35: Patterns
CD-SC2.4a	The child will have an understanding of water, and be able to describe its properties. This includes other states of water.	10: Land and Water 24: Look, Explore, Learn 29: Springtime 32: Farms and Food Sources
CD-SC2.4b	The child will explore the properties of rocks, soil, and mud to begin developing their understanding of these materials.	10: Land and Water 29: Springtime 32: Farms and Food Sources

Standards		Weekly Issues
CD-SC2.4c	The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.	12: Outer Space 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 29: Springtime 35: Patterns
CD-SC2.4d	The child will be able to discuss climate and changes in the weather by using appropriate vocabulary.	15: Weather and Seasons 16: Wintertime 29: Springtime 35: Patterns
CD-SC3	The child will develop a knowledge of living things and their environment and demonstrate their knowledge.	3: Feelings 9: Maps 10: Land and Water 11: Living Things 16: Wintertime 28: Life Cycles 33: Habitats 34: Awesome Animals 35: Patterns
CD-SC3.4a	The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.	10: Land and Water 11: Living Things 16: Wintertime 28: Life Cycles 29: Springtime 33: Habitats 34: Awesome Animals
CD-SC3.4b	The child will be able to distinguish between living and non-living things.	11: Living Things 26: A World of Things 28: Life Cycles 33: Habitats
CD-SC3.4c	The child will identify different parts of the body and what their functions are.	2: All About Me 3: Feelings 7: Staying Healthy 28: Life Cycles 33: Habitats 34: Awesome Animals
CD-SC4	The child will demonstrate a sufficient understanding of physical science.	26: A World of Things 27: Forces and Motion

Standards		Weekly Issues
CD-SC4.4a	The child will be able to describe an object's position and movement and explore these properties.	22: Going Places 27: Forces and Motion
CD-SC4.4b	The child will be able to categorize and describe different types or speeds of motion and investigate these categories.	22: Going Places 27: Forces and Motion
CD-SC4.4c	The child will use physical properties and states of matter to describe different materials.	26: A World of Things
CD-SC4.4d	The child will enhance directed play through the use of classroom objects as simple machines.	27: Forces and Motion
CD-SC5	The child will display respect for their environment and display a desire to protect it.	7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 28: Life Cycles 29: Springtime 33: Habitats 34: Awesome Animals
CD-SC5.4a	The child will understand that the environment is often negatively affected by human activity. They will participate in efforts to protect the environment.	10: Land and Water 29: Springtime 33: Habitats 34: Awesome Animals
Social Studies CD-SS (Cognitive Development: Social Studies)		
CD-SS1	The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.	2: All About Me 4: Family and Friends 9: Maps 13: Giving Thanks 17: Celebrations 18: Stories From Around the World 19: All Together Now 36: What's Next?
CD-SS1.4a	The child will understand the structure of their own family and the roles of their family members.	4: Family and Friends

Standards		Weekly Issues
CD-SS1.4b	The child will be able to describe how they are similar to and different from others.	2: All About Me 3: Feelings 4: Family and Friends 13: Giving Thanks 18: Stories From Around the World 36: What's Next?
CD-SS2	The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.	1: School Rules 4: Family Friends 5: In the Neighborhood 6: Workers and Helpers 36: What's Next?
CD-SS2.4a	The child will understand what the rules of the classroom are and follow them. The child will competently engage in appropriate social behavior.	1: School Rules 9: Maps 36: Whats Next
CD-SS2.4b	The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.	9: Maps 13: Giving Thanks 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures
CD-SS2.4c	The child will be able to compare their culture to other cultures and understand how they are similar and different.	9: Maps 13: Giving Thanks 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures 36: What's Next
CD-SS3	The child will understand an awareness of the geography that defines their community.	5: In the Neighborhood 7: Staying Healthy 9: Maps 10: Land and Water 18: Stories From Around the World 22: Going Places 33: Habitats
CD-SS3.4a	The child will be able to represent their own home, school, and community through simple creations.	5: In the Neighborhood 9: Maps 22: Going Places 32: Farms and Food Sources

Standards		Weekly Issues
CD-SS3.4b	The child will be able to describe their community with different characteristics.	4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 30: Making, Buying, and Selling 36: What's Next?
CD-SS4	The child will have an awareness of how economics operates in their community.	5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 30: Making, Buying, and Selling 31: Jobs and Money
CD-SS4.4a	The child will be able to perform and complete jobs that are beneficial to their community and communicate the importance of contributing labor to their community.	1: School Rules 6: Workers and Helpers 31: Jobs and Money 36: What's Next?
CD-SS4.4b	The child will be able to explain the responsibilities and roles performed by a variety of occupations.	6: Workers and Helpers 7: Staying Healthy 30: Making, Buying, and Selling 31: Jobs and Money
CD-SS4.4c	The child will describe how people engage in economic activity with each other. The child will explain how goods and services are exchanged.	30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources
CD-SS4.4d	The child will understand how technology is used in their environment and explore its uses.	4: Family and Friends 8: Staying Safe 9: Maps 12: Outer Space 22: Going Places 25: Solving Problems 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources
CD-SS5	The child will understand how events are sequenced in the passage of time.	15: Weather and Seasons 16: Wintertime 21: Past, Present, and Future 23: Symbols of Unity 25: Solving Problems 36: What's Next

Standards		Weekly Issues
CD-SS5.4a	The child will accurately recognize and recount a sequence of events accurately.	18: Stories From Around the World 21: Past, Present, and Future 30: Making, Buying, and Selling 35: Patterns
CD-SS5.4b	The child will know how to distinguish between the past, the present, and the future.	18: Stories From Around the World 21: Past, Present, and Future 36: What's Next?
Creative Development CD-CR (Cognitive Development: Creative Development)		
CD-CR1	The child will demonstrate their creativity through dance.	9: Maps 10: Land and Water
CD-CR1.4a	The child will express their thoughts, feelings, and energy through dance. The child will utilize dance as an outlet for their creativity.	3: Feelings
CD-CR2	The child will develop their artistic expression through creation and exploration in a variety of visual art forms.	3: Feelings
CD-CR2.4a	The child will engage in self-expression and individual creativity through the use of materials to create original works.	1: School Rules 2: All About Me 3: Feelings 26: A World of Things
CD-CR2.4b	The child will be able to observe and discuss different forms of visual art. They can compare their similarities and differences.	
CD-CR2.4c	The child will appreciate the creative work of others and the different forms of art they express themselves in.	5: In the Neighborhood 6: Workers and Helpers
CD-CR3	The child will express musical creativity through the use of voice, instruments, and objects.	1: School Rules 5: In the Neighborhood 10: Land and Water
CD-CR3.4a	The child will express musical creativity through the use of familiar rhymes, songs, chants, and musical instruments.	2: All About Me 9: Maps 10: Land and Water
CD-CR4	The child will express their creativity through dramatic play.	
CD-CR4.4a	The child will participate in presentations of dramatic play.	

Standards		Weekly Issues
CD-CR4.4b	The child will be able to tell a creative story through the use of dialogue, actions, objects, and imagination.	3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water
CD-CR4.4c	The child will be able to use voice inflections and facial expressions to represent a variety of characters.	
CD-CR4.4d	The child will express their thoughts, feelings, and creativity through dramatic play.	3: Feelings
Cognitive Processes CD-CP (Cognitive Development)		
CD-CP1	The child will understand the concept of cause and effect.	14: The Sun and the Moon 25: Solving Problems
CD-CP1.4a	The child will understand the relationship between cause and effect.	14: The Sun and the Moon
CD-CP1.4b	The child will be able to explain what the cause of an event is through reasoning skills.	
CD-CP1.4c	The child will be able to use facts and evidence to come to conclusions.	25: Solving Problems 26: A World of Things 27: Forces and Motion 29: Springtime 35: Patterns
CD-CP2	The child will be able to build new knowledge based on prior knowledge.	
CD-CP2.4a	The child will be able to demonstrate how objects can be used in new situations.	
CD-CP2.4b	The child will transfer knowledge to new experiences through the use of imitation and observation.	9: Maps
CD-CP2.4c	The child will approach new situations using information they have about familiar objects and people.	4: Family and Friends

Standards		Weekly Issues
CD-CP2.4d	The child will be able to form predictions, as well as be able to check and verify them.	24: Look, Explore, Learn 25: Solving Problems 35: Patterns
CD-CP2.4e	The child will explain how past knowledge can be applied to, or used to build on activities.	9: Maps
CD-CP3	The child will demonstrate the skills needed to tackle new problems.	3: Feelings 4: Family and Friends 6: Workers and Helpers 22: Going Places 25: Solving Problems
CD-CP3.4a	The child will take objects and materials and be able to make statements and answer questions about how they can be used to solve problems.	10: Land and Water 25: Solving Problems
CD-CP3.4b	The child will tackle problems through the use of new and familiar strategies.	4: Friends and Family 25: Solving Problems
CD-CP3.4c	The child will determine and evaluate possible solutions prior to attempting to solve a problem through adult guidance and questioning.	25: Solving Problems



Georgia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
Georgia Kindergarten Standards		
SSKH1	Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated.	4: Jobs 5: Calendars 13: Culture 15: National Holidays 17: Learning and Working Together 23: Important Documents 32: Patriotic Holidays
SSKH1.a	Explain why people celebrate Christmas and how people celebrate it.	15: National Holidays
SSKH1.b	Explain why people celebrate Columbus Day and how people celebrate it.	5: Calendars
SSKH1.c	Explain why people celebrate Independence Day and how people celebrate it.	32: Patriotic Holidays
SSKH1.d	Explain why people celebrate Juneteenth and how people celebrate it.	32: Patriotic Holidays
SSKH1.e	Explain why people celebrate Labor Day and how people celebrate it.	4: Jobs
SSKH1.f	Explain why people celebrate Martin Luther King Jr. Day and how people celebrate it.	17: Learning and Working Together
SSKH1.g	Explain why people celebrate Memorial Day and how people celebrate it.	32: Patriotic Holidays
SSKH1.h	Explain why people celebrate New Year's Day and how people celebrate it.	15: National Holidays
SSKH1.i	Explain why people celebrate Presidents' Day and how people celebrate it.	23: Important Documents
SSKH1.j	Explain why people celebrate Thanksgiving Day and how people celebrate it.	15: National Holidays



Georgia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
SSKH1.k	Explain why people celebrate Veterans Day and how people celebrate it.	15: National Holidays
SSKH2	Recognize the following symbols specific to America.	8: History 24: National Symbols 27: Patriotism 28: Georgia State Symbols
SSKH2.a	Identify the flag of the United States and the flag of Georgia.	27: Patriotism 28: Georgia State Symbols
SSKH2.b	Identify the Pledge of Allegiance.	27: Patriotism
SSKH2.c	Identify the anthem of the United States, "The Star-Spangled Banner."	27: Patriotism
SSKH2.d	Identify the bald eagle, the national bird.	24: National Symbols
SSKH2.e	Identify the Statue of Liberty.	8: History 24: National Symbols
SSKH2.f	Identify the Lincoln Memorial and explain how it's related to President Abraham Lincoln and Presidents' Day.	24: National Symbols
SSKH2.g	Identify the Washington Monument and explain how it's related to President George Washington and Presidents' Day.	24: National Symbols
SSKH2.h	Identify the White House and how it's related to Presidents' Day and the current president.	24: National Symbols
SSKH3	Accurately use words related to chronology in conversations about historical events and figures.	5: Calendars 6: Words About Time 7: Changes Over Time 9: Life Long Ago and Today
SSKH3.a	Understand the meaning of, and accurately use the words "now" and "long ago."	6: Words About Time 9: Life Long Ago and Today
SSKH3.b	Understand the meaning of and accurately use the words "before" and "after."	6: Words About Time

Standards		Weekly Issues
SSKH3.c	Understand the meaning of and accurately use the words "today," "tomorrow," and "yesterday."	5: Calendars 6: Words About Time
SSKH3.d	Understand the meaning of and accurately use the words "first," "last," and "next."	6: Words About Time
SSKH3.e	Understand the meaning of and accurately use the words "day," "week," "month," and "year."	5: Calendars
SSKH3.f	Understand the meaning of and accurately use the words "past," "present," and "future."	6: Words About Time 7: Changes Over Time
SSKG1	Explain the customs and celebrations of various communities and families to understand the diversity of American culture.	13: Culture 14: Holidays Around the World
SSKG2	Explain how a map is a visual representation of a location and a globe is a physical model of the Earth.	10: Map Skills 12: Physical Characteristics of a Place
SSKG2.a	Understand the difference between land and water features when looking at simple maps and globes.	12: Physical Characteristics of a Place
SSKG2.b	Understand that when viewing a map or globe, the perspective is from above, looking down at the location.	10: Map Skills
SSKG2.c	Understand that maps and globes show features at a reduced scale.	10: Map Skills
SSKG3	Accurately state where the student lives in the format of street address, city, state, and country.	11: My Place on the Map 23: Important Documents
SSKCG1	Understand the responsibilities of good citizenship.	2: I Am a Member of a Community 3: What Are Rules? 17: Learning and Working Together 18: Citizen 19: Characteristics of a Responsible Citizens 22: Government 25: Authority Figures 26: What Are Laws?
SSKCG1.a	Explain where rules come from and how they're made.	3: What Are Rules?



Georgia Social Studies STANDARDS CORRELATION

K

Standards		Weekly Issues
		25: Authority Figures
SSKCG1.b	Explain why it's important to follow rules.	3: What Are Rules? 26: What Are Laws?
SSKCG2	Explain traits that are shared by good citizens. These should include honesty, patriotism, courtesy, respect, pride, and self-control.	17: Learning and Working Together 19: Characteristics of Responsible Citizens 27: Patriotism
SSKE1	Describe different jobs people can do. This can include teachers, firefighters, doctors, farmers, mail carriers, soldiers, and police officers.	4: Jobs
SSKE2	Explain that people earn money by working at jobs.	4: Jobs 31: Economic Choices
SSKE3	Explain how people can get the goods and services they need and want by using money.	4: Jobs 29: Economics 30: Spending and Saving
SSKE3.a	Understand the difference between a good and a service.	29: Economics
SSKE3.b	Understand that the currency used by the United States are metal coins and paper dollar bills.	30: Spending and Saving
SSKE4	Explain that because resources are limited, people can't have everything they want. They need to make choices about what they want most.	16: Needs and Wants



Georgia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
Georgia 1st Grade Standards		
SS1H1	Explore the lives of important figures in America's history. Describe their stories and accomplishments.	12: The Colonies 13: Exploring the West 14: Ruby Bridges Changed Schools 19: Benjamin Franklin the Inventor 20: George Washington Carver the Scientist 21: Preserving the Environment
SS1H1.a	Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).	12: The Colonies 13: Exploring the West 14: Ruby Bridges Changed Schools 19: Benjamin Franklin the Inventor 20: George Washington Carver the Scientist 21: Preserving the Environment
SS1H1.b	Explain how the lives of these historical figures were similar to ours today and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).	12: The Colonies 13: Exploring the West 14: Ruby Bridges Changed Schools 19: Benjamin Franklin the Inventor 20: George Washington Carver the Scientist 21: Preserving the Environment
SS1G1	Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.	12: The Colonies 13: Exploring the West 14: Ruby Bridges Changed Schools 19: Benjamin Franklin the Inventor 20: George Washington Carver the Scientist 21: Preserving the Environment
SS1G1.a	Describe the founding and histories of the American colonies, as well as the historical figures that contributed to their independence (such as Benjamin Franklin and Thomas Jefferson).	12: The Colonies 19: Ben Franklin
SS1G1.b	Describe the history of the exploration and settling of the American frontier, as well as the historical figures who contributed to the effort (such as Lewis and Clark and Sacagawea).	13: Exploring the West



Georgia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
SS1G1.c	Describe the founding and history of the National Parks program, as well as the historical figures who contributed to it (such as Theodore Roosevelt).	21: Preserving the Environment
SS1G1.d	Describe the history of the Southern U.S. states and the historical figures who contributed to their development (such as George Washington Carver and Ruby Bridges).	14: Ruby Bridges Changed Schools 20: George Washington Carver the Scientist
SS1G2	On a simple map or a globe, identify and locate your own city, county, state, nation (country), and continent.	28: Location 31: My Place in the World
SS1G3	Be able to locate and identify significant topographical features of the Earth's surface.	29: Physical Characteristics of a Place
SS1G3.a	On a map of the world, locate and identify all continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.	29: Physical Characteristics of a Place
SS1G3.b	On a map of the world, locate and identify all major oceans: Arctic, Atlantic, Pacific, Southern, and Indian.	29: Physical Characteristics of a Place
SS1G3.c	Understand what defines the various landforms that make up the Earth's surface (mountains, deserts, valleys, and coasts) and be able to identify such features.	29: Physical Characteristics of a Place
SS1CG1	Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.	12: The Colonies 13: Exploring the West 14: Ruby Bridges Changed Schools 19: Benjamin Franklin the Inventor 20: George Washington Carver the Scientist 21: Preserving the Environment
SS1CG2	Understand the concept of patriotism by analyzing the lyrics of patriotic songs, such as "America (My Country 'Tis of Thee)" and "America the Beautiful."	5: Patriotism 6: National Patriotic Symbols 7: National Patriotic Holidays
SS1E1	Identify the goods people may produce and offer or the services that people will provide to trade for other goods or services.	22: Needs and Wants 23: Economics 25: Jobs
SS1E2	Explain that when a population's wants exceed what resources	24: Economic Choices



Georgia Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
	are available, that causes scarcity.	
SS1E3	Explain how people take two roles in an economy: that they are both producers and consumers.	25: Jobs
SS1E4	Explain that in order to earn an income, people need to perform work. Also explain that people need to make choices about what money they save and what they spend.	26: Spending and Saving



Georgia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
Georgia 2nd Grade Standards		
SS2H1	Describe the lives of important figures in Georgia's history and how they contributed.	15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 26: Martin Luther King Jr. 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter
SS2H1.a	Describe the lives and contributions of James Oglethorpe, Tomochichi, and Mary Musgrove to the founding of Georgia.	19: Georgia, A New Colony 20: Mary Musgrove
SS2H1.b	Describe the life of Sequoyah and how he contributed by developing the Cherokee alphabet.	15: Sequoyah
SS2H1.c	Describe the life of Jackie Robinson and how he contributed to sportsmanship and civil rights.	27: Jackie Robinson
SS2H1.d	Describe the life of Martin Luther King Jr. and how he contributed to the cause of civil rights.	26: Martin Luther King Jr.
SS2H1.e	Describe the life of Juliette Gordon Low and how she contributed by starting the Girl Scouts and showing leadership.	30: Juliette Gordon Low
SS2H1.f	Describe the life of Jimmy Carter and how he contributed by displaying leadership and advancing human rights.	31: Jimmy Carter
SS2H2	Explain the cultures of the Georgia Creek and Cherokee peoples. Explain how they lived in the past, describing their tools, clothing, homes, ways of making a living, and accomplishments.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 16: Yesterday and Today
SS2H2.a	Compare and contrast how the Georgia Creek and Cherokee lived in the past to how Georgians live today.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 16: Yesterday and Today
SS2G1	On a map, find and compare major geographical features of Georgia. Describe how these features define the surface of Georgia.	9: Maps of Georgia 10: Regions of Georgia



Georgia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
SS2G1.a	On a map, locate the geographical regions of Georgia: the Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. Describe their similarities.	10: Regions of Georgia
SS2G1.b	On a map, find the major rivers of Georgia: the Savannah, Flint, and Chattahoochee.	9: Maps of Georgia 10: Regions of Georgia
SS2G2	Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 26: Martin Luther King Jr. 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter
SS2G2.a	On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 26: Martin Luther King Jr. 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter
SS2G2.b	Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 26: Martin Luther King Jr. 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter
SS2G2.c	Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 26: Martin Luther King Jr. 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter



Georgia Social Studies STANDARDS CORRELATION

2

Standards		Weekly Issues
SS2G2.d	Describe the regions where the Creek and Cherokee lived. Explain how those people were able to use the resources found in those regions.	13: The Creek Nation 14: The Cherokee Nation 15: Sequoyah
SS2CG1	Explain what a government is and why rules and laws are necessary.	4: Rules and Laws 5: The Purpose of Government
SS2CG2	Identify the following elected officials who are part of the executive branch. Explain where they work and what they do.	6 :The Structure of the National Government 7: The Structure of American Indian, State, and Local Government
SS2CG2.a	Explain who the president is. Describe their job and where they work.	6: The Structure of the National Government
SS2CG2.b	Explain who the governor of Georgia is. Describe their job and where they work.	7: The Structure of American Indian, State, and Local Government
SS2CG2.c	Explain who the mayor is. Describe their job and where they work.	7: The Structure of American Indian, State, and Local Government
SS2CG3	Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	15: Sequoyah 19: Georgia, A New Colony 20: Mary Musgrove 27: Jackie Robinson 30: Juliette Gordon Low 31: Jimmy Carter
SS2E1	Explain that because resources are limited, people need to decide how best to use them by considering opportunity costs.	17: Economic Principles
SS2E2	Identify in what ways goods and services are allocated. Include examples, such as price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.	21: Economics
SS2E3	Explain how money is the preferred way to obtain goods and services. Explain how using money makes trade easier than by bartering.	23: Money
SS2E4	Describe the personal saving and spending choices that come with costs and benefits.	21: Economics 32: Economic Choices



Georgia Social Studies STANDARDS CORRELATION

3

Standards

Weekly Issues

Georgia 3rd Grade Standards

SS3H1	Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.	8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic
SS3H1.a	Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.	8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic
SS3H1.b	Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter.	8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic
SS3H1.c	Explain how Indigenous culture contributed to American life through mediums such as art and literature.	8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic
SS3H2	Explain the goals of European explorers in North America and their methods in exploration.	14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas 19: Coming to America
SS3H2.a	Explain why people were interested in exploring North America and what obstacles they had to overcome.	14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas

Standards		Weekly Issues
SS3H2.b	Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France).	14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas
SS3H2.c	Describes the ways in which the indigenous Americans and European settlers were able to cooperate, as well as the conflicts.	14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas 19: Coming to America
SS3H3	Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies.	19: Coming to America 20: The New England Colonies 21: The Mid-Atlantic Colonies 22: The Southern Colonies 23: Life in the New England Colonies 24: Life in the Mid-Atlantic Colonies 25: Life in the Southern Colonies
SS3H3.a	Explain how the colonies of New England, the Mid-Atlantic, and the South were founded for one of two reasons: religious freedom or profit.	19: Coming to America 20: The New England Colonies 21: The Mid-Atlantic Colonies 22: The Southern Colonies
SS3H3.b	Understand how people lived in the colonies of New England, the Mid-Atlantic, and the South. Explain how life was similar and different between these regions.	24: Life in the Mid-Atlantic Colonies 25: Life in the Southern Colonies
SS3H3.c	Explain how life in colonial America was different for different groups of people, including large landowners, farmers, artisans, women, children, indentured servants, slaves, and Indigenous Americans.	23: Life in the New England Colonies 24: Life in the Mid-Atlantic Colonies 25: Life in the Southern Colonies
SS3G1	On a map, find the locations of major physical features of the United States.	6: Place: Physical Features
SS3G1.a	On a map, locate the major rivers of the United States, including the Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence Rivers.	6: Place: Physical Features



Georgia Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
SS3G1.b	On a map, locate the major mountain ranges that make up the United States, including the Appalachian and Rocky Mountains.	6: Place: Physical Features
SS3G2	On a globe of the world, locate the Equator, the Prime Meridian, and lines of latitude and longitude. Explain what they represent.	5: Map Skills
SS3G3	Describe how human systems are affected by how physical systems operate.	7: Migration 8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic 14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas 19: Coming to America 20: The New England Colonies 21: The Mid-Atlantic Colonies 22: The Southern Colonies 23: Life in the New England Colonies 24: Life in the Mid-Atlantic Colonies 25: Life in the Southern Colonies
SS3G3.a	Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.	8: American Indians of the Southeast 9: American Indians of the Northeast 10: American Indians of the Plains 11: American Indians of the Southwest 12: American Indians of the Northwest 13: American Indians of the Arctic
SS3G3.b	Explain how early European explorers adapted to the new environments of America which they explored and the consequences when they did not adapt.	14: Exploring the Americas 15: Spanish Exploration of the Americas 16: English Exploration of the Americas 17: French Exploration of the Americas 18: Obstacles to European Exploration of the Americas
SS3G3.c	Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.	19: Coming to America 20: The New England Colonies 21: The Mid-Atlantic Colonies 22: The Southern Colonies



Georgia Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
		23: Life in the New England Colonies 24: Life in the Mid-Atlantic Colonies 25: Life in the Southern Colonies
SS3CG1	Explain the defining characteristics of representative democracy/republic as it's practiced in the United States.	26: The Purpose of Government 28: National Government 29: State Government
SS3CG1.a	Explain the roles and functions of the three branches of the federal government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).	28: National Government
SS3CG1.b	Explain the roles and functions of the three branches of Georgia's state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).	29: State Government
SS3CG1.c	Explain what each branch is responsible for. Explain how the executive branch is in charge of enforcing laws, the legislative branch makes laws, and the judicial branch determines if laws are fair.	28: National Government 29: State Government
SS3CG2	Explain why it's important for Americans to share certain central beliefs about democratic principles, both personal and civic.	27: Government 30: We the People
SS3CG2.a	Explain why it's important to respect the rights of others and to uphold the common good.	27: Government 30: We the People
SS3CG2.b	Explain why it's important for citizens to follow laws that are reasonable. Explain why citizens in a democratic society should participate in public (civic) life by participating in activities such as staying informed, voting, volunteering, and communicating with public officials.	30: We the People
SS3E1	Define the four types of productive resources and give examples of each.	32: Resources
SS3E1.a	Explain how land can be used productively and give examples.	32: Resources



Georgia Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
SS3E1.b	Explain how human labor is needed to convert raw resources into valuable goods and give examples of these goods.	32: Resources
SS3E1.c	Define capital resources and explain how they are used in combination with labor to be more productive	32: Resources
SS3E1.d	Explain how entrepreneurs make educated guesses into what goods and services will be desired when deciding what businesses to start. Give examples of productive entrepreneurship.	32: Resources
SS3E2	Explain how certain types of goods and services are provided by the government for free in a market economy and how these are funded by taxes.	36: Government Services
SS3E3	Explain interdependence and trade and give examples of each. Explain the benefits of voluntary exchange.	33: Producers and Consumers 34: Community Interdependence 35: Money
SS3E3.a	Describe how consumers and producers rely on each other.	33: Producers and Consumers
SS3E3.b	Explain how price determines where goods and services are allocated in a marketplace.	33: Producers and Consumers
SS3E3.c	Explain that some goods come from local sources while others must be exported from elsewhere in the country or even out of the country.	34: Community Interdependence
SS3E3.d	Explain how countries print their own currency that can be used in the country and abroad.	35: Money
SS3E4	Explain that when you decide to save or spend money, the opportunity cost should be considered.	33: Producers and Consumers



Georgia Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
Georgia 4th Grade Standards		
SS4H1	Explain the conditions and events that led to the start of the American Revolution and its outcome.	5: Conflict and Compromise in North America 6: Clash of the Empires 7: Consequences of the French and Indian War 8: The Acts of Parliament 9: The Actions of the Colonies 10: The Shot Heard 'Round the World 11: Independence and Revolution: The Government 12: Independence and Revolution: The People 13: Independence and Revolution: The Military 14: Outcomes of the American Revolution
SS4H1.a	Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party.	5: Conflict and Compromise in North America 6: Clash of the Empires 7: Consequences of the French and Indian War 8: The Acts of Parliament 9: The Actions of the Colonies
SS4H1.b	Explain the influence certain key figures in history and groups had during the American Revolution, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.	7: Consequences of the French and Indian War 9: The Actions of the Colonies 10: The Shot Heard 'Round the World 12: Independence and Revolution: The People
SS4H1.c	Explain important events of the American Revolution and the factors that led to America's victory. Include examples such as the Battles of Lexington and Concord, Saratoga, and Yorktown.	10: The Shot Heard 'Round the World 13: Independence and Revolution: The Military 14: Outcomes of the American Revolution
SS4H1.d	Explain the process of writing the Declaration of Independence. Consider elements such as who wrote it, how they wrote it, why it was necessary they write it, and how it was a response to grievances the writers had against Britain.	11: Independence and Revolution: The Government
SS4H2	Explain the obstacles the writers of the Constitution went up against.	15: The Founders and Process



Georgia Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
SS4H2.a	Identify key figures in the Constitutional Convention, including James Madison, George Washington, and Benjamin Franklin.	15: The Founders and Process
SS4H2.b	Understand the debates behind major issues discussed at the Constitutional Convention, including the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).	15: The Founders and Process
SS4H3	Explain the method and intentions of westward expansion in America.	20: The New Nation Expands 21: War of 1812 22: America on the Move 23: Expansion and Growth 24: American Indian Nations and Removal 25: The California Gold Rush 33: Rebuilding the Union
SS4H3.a	Explain the factors that led to the start of the War of 1812 and the events of that war, such as the burning of the Capitol and the White House and the writing of "The Star Spangled Banner."	21: War of 1812
SS4H3.b	Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears, Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations.	20: The New Nation Expands 22: America on the Move 23: Expansion and Growth 24: American Indian Nations and Removal 33: Rebuilding the Union
SS4H3.c	Explain how America acquired new territory and the events that led up to it, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).	20: The New Nation Expands 22: America on the Move 23: Expansion and Growth 25: The California Gold Rush
SS4H4	Explain the goals and ideals of the Abolition and suffrage movements.	26: Slavery in America 27: Abolition and Suffrage
SS4H4.a	Explain the contributions made and the challenges overcome by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman	26: Slavery in America 27: Abolition and Suffrage



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS4H5	Explain what the causes of the Civil War were, the major events of the war, and its consequences.	26: Slavery in America 27: Abolition and Suffrage 28: Compromises to Keep Slavery Legal 29: The Road to War 30: The House Divided by War 31: Of Souls and Soldiers 32: Building the Peace
SS4H5.a	Understand the meaning behind Uncle Tom's Cabin and John Brown's raid on Haper's Ferry and explain how these are significant to the start of the Civil War.	26: Slavery in America 27: Abolition and Suffrage 29: The Road to War
SS4H5.b	Discuss how tensions between the northern and southern states increased over the issue of slavery, as well as states' rights.	28: Compromises to Keep Slavery Legal
SS4H5.c	Identify the most significant battles, campaigns, and events of the Civil War, including Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.	29: The Road to War 30: The House Divided by War 31: Of Souls and Soldiers
SS4H5.d	Describe the roles in American history that figures such as Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman held.	29: The Road to War 30: The House Divided by War 31: Of Souls and Soldiers
SS4H5.e	Describe the aftermath of the Civil War on both the North and South.	31: Of Souls and Soldiers 32: Building the Peace
SS4H6	Analyze how Reconstruction affected life for Americans.	32: Building the Peace 33: Rebuilding the Union
SS4H6.a	Describe the contents of the 13th, 14th, and 15th Amendments and the functions they are meant to perform.	32: Building the Peace
SS4H6.b	Explain the purpose of the Reconstruction-era organization the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).	32: Building the Peace
SS4H6.c	Explain how the Abolition and Suffrage of slavery was followed by the establishment of sharecropping, and how despite now being free, African Americans or Blacks were	33: Rebuilding the Union



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
	often prevented from being able to enjoy their newly won rights.	
SS4H6.d	Describe how Jim Crow laws worked and what their effects were.	33: Rebuilding the Union
SS4G1	On a map, locate important locations in the United States, both man-made and natural.	3: Physical and Man-Made Characteristics: Part One 4: Physical and Man-Made Characteristics: Part Two
SS4G1.a	On a map, locate major physical features of the United States, including the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.	3: Physical and Man-Made Characteristics: Part One 4: Physical and Man-Made Characteristics: Part Two
SS4G1.b	On a map, locate major man-made locations in the United States, including New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.	3: Physical and Man-Made Characteristics: Part One 4: Physical and Man-Made Characteristics: Part Two
SS4G2	Describe how human systems are affected by how physical systems operate.	10: The Shot Heard 'Round the World 13: Independence and Revolution: The Military 20: The New Nation Expands 22: America on the Move 23: Expansion and Growth 25: The California Gold Rush
SS4G2.a	Explain how both sides in the American Revolutionary War attempted to exploit the physical geography of each battle site to their advantage.	10: The Shot Heard 'Round the World 13: Independence and Revolution: The Military
SS4G2.b	Describe how expansion of territory was hindered by physical barriers and how it was benefited by physical gateways between 1801 to 1861.	20: The New Nation Expands 22: America on the Move 23: Expansion and Growth
SS4CG1	Explain the meaning of the following phrases and concepts:	11: Independence and Revolution: The Government 16: The Constitution 17: Structures and Functions of Government 18: American Indian, State and Local Government



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS4CG1.a	The rights naturally guaranteed to citizens found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)	11: Independence and Revolution: The Government
SS4CG1.b	From the Preamble to the U.S. Constitution, the phrase “We the People” to express consent of the governed or popular sovereignty	16: The Constitution
SS4CG1.c	The structure of the U.S. government (federal, state, and shared powers)	16: The Constitution 17: Structures and Functions of Government 18: American Indian, State and Local Government
SS4CG1.d	The concept of a representative democracy or republic	16: The Constitution 17: Structures and Functions of Government 18: American Indian, State and Local Government
SS4CG2	Explain why it is important that the First Amendment of the U.S. Constitution guarantees certain freedoms.	19: The Bill of Rights
SS4CG3	Explain how the U.S. government is structured and the meaning of the Bill of Rights.	17: Structures and Functions of Government 18: American Indian, State and Local Government 19: The Bill of Rights
SS4CG3.a	Explain the interactions between the three branches of government, including concepts such as checks and balances and separation of powers. Explain how these three branches relate to local, state, and federal governments.	17: Structures and Functions of Government 18: American Indian, State and Local Government
SS4CG3.b	Explain what rights are given by the Bill of Rights, how the Bill of Rights limits the powers of the government, and why it was included in the Constitution in 1791.	19: The Bill of Rights
SS4E1	Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.	5: Conflict and Compromise in North America 9: The Actions of the Colonies 22: America on the Move 32: Building the Peace



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
		34: Economic Principles
SS4E1.a	Describe the relationship between opportunity cost and how decisions have been made across time.	9: The Actions of the Colonies 34: Economic Principles
SS4E1.b	Explain how people's choices on what crops to grow and what goods to produce are affected by price incentives.	9: The Actions of the Colonies 34: Economic Principles
SS4E1.c	Describe how standards of living are improved by specialization.	32: Building the Peace 34: Economic Principles
SS4E1.d	Explain how both buyers and sellers benefit from voluntary exchange.	5: Conflict and Compromise in North America 34: Economic Principles
SS4E1.e	Explain how economic activity is stimulated by trade.	5: Conflict and Compromise in North America 34: Economic Principles
SS4E1.f	Explain how economic activity is stimulated by trade.	22: America on the Move 34: Economic Principles
SS4E2	Identify income, expenditure, and saving as elements of a personal budget. Explain why it's important to spend and save wisely.	36: Personal Finance



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
Georgia 5th Grade Standards		
SS5H1	Explain life in America in the 19th century and how it changed at the turn of the century.	7: Westward Expansion 8: American Life in the 19th Century 9: American International Expansion 10: Immigration and the United States
SS5H1.a	Explain how cattle trails were essential in the late 19th century. Include examples, such as the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.	7: Westward Expansion
SS5H1.b	Explain how important historical figures, such as the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity), influenced American life.	8: American Life in the 19th Century
SS5H1.c	Explain how William McKinley and Theodore Roosevelt's actions led to the expansion of America's influence on the global stage. Include examples, such as the Spanish-American War and the building of the Panama Canal.	9: American International Expansion
SS5H1.d	Explain why immigrants chose to come to the United States, where they came from, and where they chose to settle.	10: Immigration and the United States
SS5H2	Explain the level of the United States' involvement in World War I, as well as what America was like after the war.	11: Causes and Consequences of World War I 12: The Roaring '20s 13: Cultural Contributions of the 1920s
SS5H2.a	Explain how the United States declared war against Germany in World War I after Germany attacked U.S. shipping. Include examples, such as the sinking of the <i>Lusitania</i> . Consider the concerns for the safety of American ships. Explain the contributions the U.S. made to the war and the impact of the Treaty of Versailles when it was signed in 1919.	11: Causes and Consequences of World War I
SS5H2.b	Describe significant developments in culture in America, as well as individual contributions. Consider the rising popularity of jazz in the 1920s, as well as Louis Armstrong, the Harlem Renaissance and Langston Hughes, the growing popularity of baseball and Babe Ruth, Henry Ford and nationwide adoption of the automobile, and the first transatlantic flight, made by Charles Lindbergh.	12: The Roaring '20s 13: Cultural Contributions of the 1920s



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS5H3	Explain the impacts made on the lives of millions of Americans by the Great Depression and the New Deal.	14: The Great Depression and the Dust Bowl 15: The New Deal 16: Cultural Contributions of the 1930s
SS5H3.a	Discuss events, figures, and projects related to the Great Depression, including the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.	14: The Great Depression and the Dust Bowl
SS5H3.b	Explain the key features of the New Deal. Examples should include the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.	15: The New Deal
SS5H3.c	Explain important contributions made to American culture in the 1930s. Include figures such as Duke Ellington, Margaret Mitchell, and Jesse Owens.	16: Cultural Contributions of the 1930s
SS5H4	Explain the level of America's involvement in World War II.	17: Europe, Asia, and America Before WWII 18: Pearl Harbor, U.S. Enters WWII 19: Government-Sponsored Discrimination 20: The Homefront
SS5H4.a	Describe the acts of terror committed by Germany in Europe and by Japan in Asia.	17: Europe, Asia, and America Before WWII 18: Pearl Harbor, U.S. Enters WWII 19: Government-Sponsored Discrimination
SS5H4.b	Describe significant events in both the European and Pacific theaters of World War II. Examples should include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.	17: Europe, Asia, and America Before WWII 18: Pearl Harbor, U.S. Enters WWII 19: Government-Sponsored Discrimination 20: The Homefront
SS5H4.c	Understand the United States' reasoning to drop the atomic bombs on the cities of Hiroshima and Nagasaki.	18: Pearl Harbor, U.S. Enters WWII 20: The Homefront
SS5H4.d	Identify leading figures in World War II, such as Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.	17: Europe, Asia, and America Before WWII 18: Pearl Harbor, U.S. Enters WWII 19: Government-Sponsored Discrimination 20: The Homefront
SS5H4.e	Explain the effects of wartime rationing, as well as how WWII led to the changing roles of women and African Americans. Consider "Rosie the Riveter" and the Tuskegee Airmen.	18: Pearl Harbor, U.S. Enters WWII



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS5H4.f	Explain how the United Nations was formed and the roles the U.S. and First Lady Eleanor Roosevelt had.	20: The Homefront
SS5H5	Explain how the Cold War began and what its consequences were.	21: Europe After War 22: The World After World War II 23: The Communist Threat 24: The Atomic Age 25: The Korean War 26: Crisis in Cuba 27: The Vietnam War
SS5H5.a	Explain the meaning of the term “Iron Curtain” and where it originated.	21: Europe After War 22: The World After World War II 24: The Atomic Age 25: The Korean War 27: The Vietnam War
SS5H5.b	Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.	21: Europe After War 22: The World After World War II 23: The Communist Threat 24: The Atomic Age 25: The Korean War
SS5H5.c	Identify Joseph McCarthy and Nikita Khrushchev and the contributions they made to the Cold War.	23: The Communist Threat 26: Crisis in Cuba
SS5H5.d	Explain the significance of the Cuban Missile Crisis and the Vietnam War.	24: The Atomic Age 26: Crisis in Cuba 27: The Vietnam War
SS5H6	Explain the role played by historical figures and events in historical developments between 1950 and 1975.	26: Crisis in Cuba 27: The Vietnam War 28: '50s and '60s Post-War Culture 29: Social Movements 30: The Civil Rights Movement 31: Important Figures of the Civil Rights Movement 32: Civil Rights Movement in Education 33: The Space Race
SS5H6.a	Understand how Jim Crow laws operated and how they affected the lives of African Americans.	28: '50s and '60s Post-War Culture 30: The Civil Rights Movement 32: Civil Rights Movement in Education



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS5H6.b	Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King Jr.	27: The Vietnam War 28: '50s and '60s Post-War Culture 29: Social Movements 30: The Civil Rights Movement 31: Important Figures of the Civil Rights Movement 32: Civil Rights Movement in Education
SS5H6.c	Explain how the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. heavily affected American society.	26: Crisis in Cuba 27: The Vietnam War 28: '50s and '60s Post-War Culture 31: Important Figures of the Civil Rights Movement
SS5H6.d	Explain how the developments of technologies such as television and space exploration were significant.	28: '50s and '60s Post-War Culture 33: The Space Race
SS5H7	Connect important events and developments in America from 1975 to 2001.	34: The Fall of the Soviet Union 35: Changes in the 21st Century
SS5H7.a	Explain the dissolution of the Soviet Union and Ronald Reagan's role in it.	34: The Fall of the Soviet Union
SS5H7.b	Explain the events that occurred on September 11, 2001, and how they changed American life.	35: Changes in the 21st Century
SS5H7.c	Explain how the mass adoption of personal computers and the internet has changed American life.	35: Changes in the 21st Century
SS5G1	On a map, identify important locations in America.	7: Westward Expansion 8: American Life in the 19th Century 18: Pearl Harbor, U.S. Enters WWII 30: The Civil Rights Movement 32: Civil Rights Movement in Education
SS5G1.a	On a map, identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.	7: Westward Expansion 8: American Life in the 19th Century 18: Pearl Harbor, U.S. Enters WWII 30: The Civil Rights Movement 32: Civil Rights Movement in Education
SS5G2	Explain how and why a free market economy follows spatial patterns.	8: American Life in the 19th Century



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS5G2.a	Identify significant locations for industry and agriculture between the end of the Civil War and 1900. Explain how various factors, including population, transportation, and resources, have influenced these areas.	8: American Life in the 19th Century
SS5G2.b	Identify significant locations for industry and agriculture since the turn of the 20th century. Explain how various factors, including population, transportation, and resources, have influenced these areas.	8: American Life in the 19th Century
SS5CG1	Explain how the United States Constitution guarantees citizens' rights.	3: Citizens' Rights and Responsibilities
SS5CG1.a	Explain the responsibilities one has as a citizen.	3: Citizens' Rights and Responsibilities
SS5CG1.b	Describe the idea of due process of law. Explain how the United States Constitution protects citizens' rights to due process.	3: Citizens' Rights and Responsibilities
SS5CG2	Describe how amendments are made to the U.S. Constitution.	2: The Amendment Process
SS5CG2.a	Explain how the process of making amendments is outlined in the Constitution.	2: The Amendment Process
SS5CG2.b	Explain why there is a process for making amendments.	2: The Amendment Process
SS5CG3	Explain how making amendments to the U.S. Constitution keeps America a representative democracy/republic.	3: Citizens' Rights and Responsibilities
SS5CG3.a	Explain how the 15th, 19th, 23rd, 24th, and 26th Amendments protect the voting rights of citizens.	3: Citizens' Rights and Responsibilities
SS5E1	Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, productivity, and price incentives.	7: Westward Expansion 9: American International Expansion 12: The Roaring '20s 20: The Homefront
SS5E1.a	Explain how decision-making in American society has been influenced by opportunity costs across time.	20: The Homefront



Georgia Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
SS5E1.b	Illustrate how price incentives can influence how people behave and what choices they make.	7: Westward Expansion
SS5E1.c	Explain how specialization can lead to an increased standard of living and productivity.	12: The Roaring '20s
SS5E1.d	Explain how economic activity is encouraged by trade and voluntary exchange.	9: American International Expansion
SS5E2	Describe the four major sectors of the U.S. economy and what their functions are.	36: Personal Finance
SS5E2.a	Explain how households operate through the contribution of resources and the consuming of goods and services.	36: Personal Finance
SS5E2.b	Explain how goods and services are provided by private businesses in a market economy.	36: Personal Finance
SS5E2.c	Explain the role banks take in personal finances by providing checking accounts, savings accounts, and loans.	36: Personal Finance
SS5E2.d	Explain how the government provides public goods and services and how both are funded through taxation.	36: Personal Finance
SS5E3	Explain the relationship between producers and consumers in the U.S. economy.	4: Consumers and Producers in the Economy 5: The Sectors of the Economy
SS5E3.a	Explain how consumer behavior is influenced by competition between businesses, markets, and fluctuations in price.	4: Consumers and Producers in the Economy 5: The Sectors of the Economy
SS5E3.b	Explain how selling their time and labor is how people are able to earn income.	4: Consumers and Producers in the Economy 5: The Sectors of the Economy
SS5E3.c	Explain that educated guesses are taken by entrepreneurs as to what goods and services will be desired, and thus what businesses to start.	4: Consumers and Producers in the Economy 5: The Sectors of the Economy



Georgia Social Studies

STANDARDS CORRELATION

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Standards		Weekly Issues
SS5E4	Explain how income, expenditures, and saving are elements that make up a personal budget. Explain why it's important to wisely manage spending and saving.	36: Personal Finance

Standards		Weekly Issues
Georgia 6th Grade Standards		
SS6H1	Explain the reasons for conflict and change in Latin America and the results thereof.	Unit 9 Lesson 1: The Lasting Impact of European Colonization Unit 9 Lesson 2: Conflict and Change in Latin America
SS6H1.a	Describe how enslavement of Africans by European settlers in the Americas influenced the development of the region.	Unit 9 Lesson 1: The Lasting Impact of European Colonization
SS6H1.b	Describe the lasting impact of Spanish and Portuguese colonization on the language and religions of native Latin Americans.	Unit 9 Lesson 1: The Lasting Impact of European Colonization
SS6H1.c	Explain the significance of the Cuban Revolution as well as the current relationship between Cuba and the United States.	Unit 9 Lesson 2: Conflict and Change in Latin America
SS6H1.d	Explain how the issue of poverty, the violence of the war on drugs, and migration to the United States has impacted the development of Latin American countries.	Unit 9 Lesson 2: Conflict and Change in Latin America
SS6H2	Explain the motivation and goals of the Québécois independence movement.	Unit 12 Lesson 2: Conflict and Change in Canada
SS6G1	Locate certain features of Latin America on a map.	Unit 7 Lesson 1: Geography of Latin America
SS6G1.a	On a world and regional political-physical map, locate these features of Latin America: the Amazon River, the Amazon Rainforest, the Caribbean Sea, the Gulf of Mexico, the Atlantic Ocean, the Pacific Ocean, the Panama Canal, the Andes mountains, the Sierra Madre mountains, and the Atacama Desert.	Unit 7 Lesson 1: Geography of Latin America
SS6G1.b	On a world and regional political-physical map, locate these countries: Brazil, Chile, Colombia, Cuba, Mexico, and Panama.	Unit 7 Lesson 1: Geography of Latin America
SS6G2	Identify environmental issues in Latin America and explain their impact.	Unit 7 Lesson 2: The Environment and Latin America

Standards		Weekly Issues
SS6G2.a	Explain the reason for air pollution in Mexico City, Mexico, and describe how it impacts the city today.	Unit 7 Lesson 2: The Environment and Latin America
SS6G2.b	Explain the environmental importance of the Amazon Rainforest, the reason for its continuing destruction, and how it impacts Brazil.	Unit 7 Lesson 2: The Environment and Latin America
SS6G3	Explain how Latin America's location, climates, distribution of natural resources, and population distribution impact the region.	Unit 7 Lesson 1: Geography of Latin America
SS6G3.a	Explain how the locations of countries, their climates, and their natural resources would impact trade and influence where people would live for the countries of Mexico, Brazil, and Cuba.	Unit 7 Lesson 1: Geography of Latin America
SS6G4	On a map, locate key features of Canada.	Unit 10 Lesson 1: Geography of Canada
SS6G4.a	On a world map and regional political-physical map, locate these key features of Canada: the St. Lawrence River, Hudson Bay, the Atlantic Ocean, the Pacific Ocean, the Great Lakes, the Canadian Shield, and the Rocky Mountains.	Unit 10 Lesson 1: Geography of Canada
SS6G4.b	On a world map and regional political-physical map, locate Canada and the province of Quebec.	Unit 10 Lesson 1: Geography of Canada
SS6G5	Explain how Canada's location, climate, distribution of natural resources, and population distribution impact the country.	Unit 10 Lesson 1: Geography of Canada Unit 10 Lesson 2: The Environment of Canada
SS6G5.a	Describe how the factors of Canada's location, climate, and natural resources impact trade with the rest of the world and where Canadians would live.	Unit 10 Lesson 1: Geography of Canada Unit 10 Lesson 2: The Environment of Canada
SS6G6	Explain the cause of environmental issues and how they impact Canada today.	Unit 10 Lesson 2: The Environment of Canada
SS6G6.a	Explain how pollution and acid rain are caused and how they impact Canada and the Great Lakes.	Unit 10 Lesson 2: The Environment of Canada

Standards		Weekly Issues
SS6G6.b	Explain the reason for extracting the natural resources of the Canadian Shield (e.g., mining and logging) and its effect on the environment.	Unit 10 Lesson 2: The Environment of Canada
SS6CG1	Analyze different forms of government and explain how they are similar and how they are different.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6CG1.a	Describe the different levels of citizen participation in autocratic governments versus democratic governments.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6CG1.b	Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6CG2	Explain how citizens participate in and influence the Canadian government.	Unit 12 Lesson 1: Government of Canada
SS6CG2.a	Explain the roles and responsibilities Canadian citizens take when choosing a leader.	Unit 12 Lesson 1: Government of Canada
SS6E1	Analyze and explain how various economic systems work.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6E1.a	Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil

Standards		Weekly Issues
SS6E1.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6E1.c	Explain the similarities and differences of the economic systems used in Mexico, Cuba, and Brazil.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil
SS6E2	Give examples of how voluntary trade benefits buyers and sellers in Latin America.	Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E2.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E2.b	Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.	Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E2.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E2.d	Explain the purpose of the United States-Mexico-Canada Agreement (USMCA) and how it functions.	Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3	Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3.a	Determine how a country's standard of living is affected by literacy rates.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil

Standards		Weekly Issues
		Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3.d	Explain what role a country's natural resources play in its economy.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E3.e	Describe the impact entrepreneurs have on a country's economy.	Unit 8 Lesson 1: Government and Economics in Mexico Unit 8 Lesson 2: Government and Economics in Cuba Unit 8 Lesson 3: Government and Economics in Brazil Unit 8 Lesson 4: Trade and Specialization Throughout Latin America
SS6E4	Analyze and explain how various economic systems work.	Unit 11 Lesson 1: Economy of Canada
SS6E4.a	Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 11 Lesson 1: Economy of Canada

Standards		Weekly Issues
SS6E4.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 11 Lesson 1: Economy of Canada
SS6E4.c	Describe how the economy of Canada functions.	Unit 11 Lesson 1: Economy of Canada
SS6E5	Explain how voluntary trade benefits people in Canada, and give examples of such benefits.	Unit 11 Lesson 2: Trade and Specialization in Canada
SS6E5.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 11 Lesson 2: Trade and Specialization in Canada
SS6E5.b	Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 11 Lesson 2: Trade and Specialization in Canada
SS6E5.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 11 Lesson 2: Trade and Specialization in Canada
SS6E5.d	Explain the purpose of the United States-Mexico-Canada Agreement (USMCA) and how it functions.	Unit 11 Lesson 2: Trade and Specialization in Canada
SS6E6	Describe the importance of various factors that affect economic growth and their level of influence in Canada.	Unit 11 Lesson 1: Economy of Canada
SS6E6.a	Determine how a country's standard of living is affected by literacy rates.	Unit 11 Lesson 1: Economy of Canada
SS6E6.b	Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).	Unit 11 Lesson 1: Economy of Canada
SS6E6.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 11 Lesson 1: Economy of Canada
SS6E6.d	Explain what role a country's natural resources play in its economy.	Unit 11 Lesson 1: Economy of Canada
SS6E6.e	Describe the impact entrepreneurs have on a country's economy.	Unit 11 Lesson 1: Economy of Canada

Standards		Weekly Issues
SS6H3	Explain the reasons for conflict and change in Europe and the results thereof.	Unit 6 Lesson 3: Conflict and Change in Europe in the 20th Century Unit 6 Lesson 4: The Collapse of the Soviet Union
SS6H3.a	Describe global developments following World War I, such as the rise of communism, the Treaty of Versailles, the rise of Nazism, and the worldwide depression.	Unit 6 Lesson 3: Conflict and Change in Europe in the 20th Century
SS6H3.b	Explain how the Nazi party took power in Germany, using examples, including pre-existing prejudices, the use of propaganda, and the events that culminated in the Holocaust.	Unit 6 Lesson 3: Conflict and Change in Europe in the 20th Century
SS6H3.c	Explain how the reunification of East Germany with West Germany contributed to the dissolution of the Soviet Union, leading to the conclusion of the Cold War.	Unit 6 Lesson 4: The Collapse of the Soviet Union
SS6G7	Locate certain features of Europe on a map.	Unit 4 Lesson 1: Geography of Europe
SS6G7.a	On a world map and regional political-physical map, locate these key features of Europe: the Danube River, the Rhine River, the English Channel, the Mediterranean Sea, the European Plain, the Alps, the Pyrenees, the Ural Mountains, and the Iberian Peninsula.	Unit 4 Lesson 1: Geography of Europe
SS6G7.b	On a world and regional political-physical map, locate these countries: France, Germany, Italy, Russia, Spain, Ukraine, and the United Kingdom.	Unit 4 Lesson 1: Geography of Europe
SS6G8	Explain the environmental issues that Europe faces today, such as acid rain and air pollution.	Unit 4 Lesson 2: Environment of Europe
SS6G8.a	Explain how acid rain is caused in Germany and what its effects are.	Unit 4 Lesson 2: Environment of Europe
SS6G8.b	Explain how air pollution is caused in the United Kingdom and what its effects are.	Unit 4 Lesson 2: Environment of Europe
SS6G8.c	Explain the cause of the nuclear disaster in Chernobyl, Ukraine, and what its effects are.	Unit 4 Lesson 2: Environment of Europe

Standards		Weekly Issues
SS6G9	Explain how Europe's location, climate, distribution of natural resources, and population distribution impact the region.	Unit 4 Lesson 2: Environment of Europe
SS6G9.a	Explain how the locations of countries, their climates, and their natural resources would impact trade and influence where people would live for the countries of the United Kingdom, Germany, and Russia.	Unit 4 Lesson 2: Environment of Europe
SS6G10	Describe certain cultural features that are prevalent in Europe.	Unit 6 Lesson 1: Cultural Characteristics of Europe
SS6G10.a	Describe the wide variety of languages that can be found within Europe.	Unit 6 Lesson 1: Cultural Characteristics of Europe
SS6G10.b	Recognize the major religions present in Europe, including Islam, Judaism, and Christianity.	Unit 6 Lesson 1: Cultural Characteristics of Europe
SS6CG3	Analyze different forms of government and explain how they are similar and how they are different.	Unit 6 Lesson 2: Government Systems in Europe
SS6CG3.a	Describe the different levels of citizen participation in autocratic governments versus democratic governments.	Unit 6 Lesson 2: Government Systems in Europe
SS6CG3.b	Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.	Unit 6 Lesson 2: Government Systems in Europe
SS6E7	Analyze and explain how various economic systems work.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E7.a	Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E7.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E7.c	Explain the similarities and differences of the economic systems used in the United Kingdom, Germany, and Russia.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia

Standards		Weekly Issues
SS6E8	Analyze the effects of voluntary trade in Europe, as well as the reasons for and characteristics of barriers preventing trade.	Unit 5 Lesson 2: Trade and Specialization in Europe
SS6E8.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 5 Lesson 2: Trade and Specialization in Europe
SS6E8.b	Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 5 Lesson 2: Trade and Specialization in Europe
SS6E8.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 5 Lesson 2: Trade and Specialization in Europe
SS6E8.d	Explain the goals of the European Union and how its member nations interact with each other.	Unit 5 Lesson 2: Trade and Specialization in Europe
SS6E9	Describe the importance of various factors that affect economic growth and their level of influence in the United Kingdom, Germany, and Russia.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E9.a	Determine how a country's standard of living is affected by literacy rates.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E9.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E9.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E9.d	Explain what role a country's natural resources play in its economy.	Unit 5 Lesson 1: Economies of the United Kingdom, Germany, and Russia
SS6E9.e	Describe the impact of entrepreneurship.	
SS6H4	Describe the effects English colonization has had on Aboriginal rights, health, literacy, and language throughout history and in the current day.	Unit 15 Lesson 1: Impact of Colonization on Australia
SS6G11	Locate certain features of Australia on a map.	Unit 13 Lesson 1: Geography of Australia

Standards		Weekly Issues
SS6G11.a	On a world map and regional political-physical map, locate these key features of Australia: the Great Barrier Reef, the Coral Sea, Uluru/Ayers Rock, the Indian and Pacific Oceans, the Great Dividing Range, and the Great Victoria Desert.	Unit 13 Lesson 1: Geography of Australia
SS6G12	Explain how Australia's location, climate, distribution of natural resources, and population distribution impact the country.	Unit 13 Lesson 2: The Environment and Australia
SS6G12.a	Describe how the factors of Australia's location, climate, and natural resources impact trade with the rest of the world and where Australians choose to live.	Unit 13 Lesson 2: The Environment and Australia
SS6CG4	Explain the ways in which citizens may influence how their government operates.	Unit 15 Lesson 2: Government of Australia
SS6CG4.a	Explain how citizens of countries with democratic governments participate in the decisions of who their leaders will be.	Unit 15 Lesson 2: Government of Australia
SS6E10	Analyze and explain how various economic systems work.	Unit 14 Lesson 1: Economy of Australia
SS6E10.a	Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 14 Lesson 1: Economy of Australia
SS6E10.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 14 Lesson 1: Economy of Australia
SS6E10.c	Describe how the economy of Australia functions.	Unit 14 Lesson 1: Economy of Australia
SS6E11	Explain how voluntary trade benefits people in Australia while also giving examples of such benefits.	Unit 14 Lesson 2: Specialization and Trade in Australia
SS6E11.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 14 Lesson 2: Specialization and Trade in Australia
SS6E11.b	Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 14 Lesson 2: Specialization and Trade in Australia

Standards		Weekly Issues
SS6E11.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 14 Lesson 2: Specialization and Trade in Australia
SS6E12	Describe the importance of various factors that affect economic growth and their level of influence in Australia.	Unit 14 Lesson 1: Economy of Australia
SS6E12.a	Determine how a country's standard of living is affected by literacy rates.	Unit 14 Lesson 1: Economy of Australia
SS6E12.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 14 Lesson 1: Economy of Australia
SS6E12.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 14 Lesson 1: Economy of Australia
SS6E12.d	Explain what role a country's natural resources play in its economy.	Unit 14 Lesson 1: Economy of Australia
SS6E12.e	Describe the impact entrepreneurs have on a country's economy.	Unit 14 Lesson 1: Economy of Australia
SS6E13	Understand the importance of living within one's income to effectively manage one's personal money.	Unit 16 Lesson 1: Financial Literacy
SS6E13.a	Understand that to acquire income, one must work, and that the income is limited.	Unit 16 Lesson 1: Financial Literacy
SS6E13.b	Understand how to effectively use a budget to plan one's spending and saving.	Unit 16 Lesson 1: Financial Literacy
SS6E13.c	Understand why saving is beneficial to one's finances.	Unit 16 Lesson 1: Financial Literacy
SS6E13.d	Understand when to use credit and what the consequences may be.	Unit 16 Lesson 1: Financial Literacy

Standards		Weekly Issues
Georgia 7th Grade Standards		
SS7H1	Understand the history of Africa: what has changed and what has stayed the same.	Unit 12 Lesson 2: Continuity and Change in Africa
SS7H1.a	Explain how European interference and exploitation and the colonial partitioning of Africa created the conditions for conflict, civil war, and artificial political boundaries in Africa that continue to this day.	Unit 12 Lesson 2: Continuity and Change in Africa
SS7H1.b	Explain how increasing nationalism and the rise of the Pan-African movement led to Kenya and Nigeria gaining independence.	Unit 12 Lesson 2: Continuity and Change in Africa
SS7H1.c	Explain why and how the institution of apartheid was established in South Africa and the roles of Nelson Mandela and F. W. de Klerk in dismantling it.	Unit 12 Lesson 2: Continuity and Change in Africa
SS7G1	Locate certain features of Africa on a map.	Unit 10 Lesson 1: Geography of Africa
SS7G1.a	On a world map and regional political-physical map, locate key features of Africa: the Sahara, the Sahel, savannas, tropical rainforests, the Congo River, the Niger River, the Nile River, Lake Victoria, the Great Rift Valley, Mt. Kilimanjaro, the Atlas Mountains, and the Kalahari Desert.	Unit 10 Lesson 1: Geography of Africa
SS7G1.b	On a world and regional political-physical map, locate these countries: the Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.	Unit 10 Lesson 1: Geography of Africa
SS7G2	Explain the environmental issues that Africa faces today.	Unit 10 Lesson 2: The Environment of Africa
SS7G2.a	Explain how access to safe drinking water, trade, and the availability of water to use for irrigating crops is impacted by water pollution and unequal access to water.	Unit 10 Lesson 2: The Environment of Africa
SS7G2.b	Explain how deforestation leads to poor soil conditions in Sub-Saharan Africa.	Unit 10 Lesson 2: The Environment of Africa
SS7G2.c	Explain how the growth of deserts, or desertification, impacts the environment of Africa.	Unit 10 Lesson 2: The Environment of Africa

Standards		Weekly Issues
SS7G3	Explain how Africa's location, climate, and distribution of natural resources, as well as its population distribution, impact the region.	Unit 10 Lesson 1: Geography of Africa Unit 10 Lesson 2: The Environment of Africa
SS7G3.a	Explain the characteristics of the Sahara, the Sahel, the savanna, and the tropical rainforest and how they influence where people live and how they do trade.	Unit 10 Lesson 1: Geography of Africa Unit 10 Lesson 2: The Environment of Africa
SS7G4	Understand the diversity of cultures among the people living in Africa.	Unit 12 Lesson 1: Cultural Diversity of Africa
SS7G4.a	Explain how an ethnic group differs from a religious group.	Unit 12 Lesson 1: Cultural Diversity of Africa
SS7G4.b	Describe the wide variety of religious practices observed by the different ethnic populations in Africa.	Unit 12 Lesson 1: Cultural Diversity of Africa
SS7CG1	Compare and contrast the various methods citizens can use to participate in the government.	Unit 2 Lesson 1: Government and Economic Systems Unit 12 Lesson 3: Africa Today
SS7CG1.a	Describe the different levels of citizen participation in autocratic governments versus democratic governments.	Unit 2 Lesson 1: Government and Economic Systems Unit 12 Lesson 3: Africa Today
SS7CG1.b	Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.	Unit 2 Lesson 1: Government and Economic Systems Unit 12 Lesson 3: Africa Today
SS7CG1.c	Explain the roles and responsibilities of citizens of South Africa, Nigeria, and Kenya when choosing their leaders.	Unit 12 Lesson 3: Africa Today
SS7CG2	Understand how unstable government can impact the ability of people in Africa to enjoy a good standard of living.	Unit 12 Lesson 3: Africa Today
SS7CG2.a	Understand how access to essential services and supplies, such as education, healthcare, medicine, and food, is impacted by government instability.	Unit 12 Lesson 3: Africa Today
SS7E1	Analyze and explain how various economic systems work.	Unit 2 Lesson 1: Government and Economic Systems Unit 11 Lesson 1: Economic Systems of African Countries

Standards		Weekly Issues
SS7E1.a	Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 2 Lesson 1: Government and Economic Systems
SS7E1.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 2 Lesson 1: Government and Economic Systems
SS7E1.c	Explain the similarities and differences between the economic systems used in South Africa, Nigeria, and Kenya.	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E2	Give examples of how voluntary trade benefits buyers and sellers in Africa.	Unit 11 Lesson 2: Trade and Specialization in Africa
SS7E2.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 11 Lesson 2: Trade and Specialization in Africa
SS7E2.b	Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 11 Lesson 2: Trade and Specialization in Africa
SS7E2.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 11 Lesson 2: Trade and Specialization in Africa
SS7E3	Describe the importance of various factors that affect economic growth and their level of influence in Nigeria, South Africa, and Kenya.	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E3.a	Determine how a country's standard of living is affected by literacy rates.	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E3.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E3.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E3.d	Explain how the economic development of Africa is impacted by where its natural resources are located.	Unit 11 Lesson 1: Economic Systems of African Countries
SS7E3.e	Describe the impact entrepreneurs have on a country's economy.	Unit 11 Lesson 1: Economic Systems of African Countries

Standards		Weekly Issues
SS7H2	Understand the history of Southwest Asia (the Middle East): what has changed and what has stayed the same.	Unit 5 Lesson 2: Continuity and Change in Southwest Asia In the 20th Century: Part I Unit 5 Lesson 3: Continuity and Change in Southwest Asia In the 20th Century: Part II Unit 6 Lesson 1: Conflict and Change in Southwest Asia Today: Part I Unit 6 Lesson 2: Conflict and Change in Southwest Asia Today: Part II
SS7H2.a	Explain how European interference and partitioning in Southwest Asia (the Middle East) after the end of WWI created the conditions leading to regional conflicts that continue to this day.	Unit 5 Lesson 2: Continuity and Change in Southwest Asia In the 20th Century: Part I Unit 5 Lesson 3: Conflict and Change in Southwest Asia in the 20th Century: Part II
SS7H2.b	Explain the circumstances contributing to the decision of the United Nations, following the conclusion of WWII, to establish the State of Israel in 1948 in British-controlled Palestine; include factors such as, Jewish history in the region, lingering antisemitism in Europe, the rise of Zionism, and the aftermath of the Holocaust.	Unit 5 Lesson 2: Continuity and Change in Southwest Asia In the 20th Century: Part I Unit 5 Lesson 3: Conflict and Change in Southwest Asia in the 20th Century: Part II
SS7H2.c	Explain how religious differences and claims to land contribute to continuing conflict in Southwest Asia (the Middle East). Include conflicts such as Israel against Palestine, the division between Sunni and Shia Muslims, and Kurdish nationalism.	Unit 6 Lesson 1: Conflict and Change in Southwest Asia Today: Part I
SS7H2.d	Explain U.S. interest in Southwest Asia (the Middle East) and its interference in the region, including the Persian Gulf War and the invasions of Afghanistan and Iraq.	Unit 6 Lesson 2: Conflict and Change in Southwest Asia Today: Part II
SS7G5	Locate certain features of Southwest Asia (the Middle East) on a map.	Unit 3 Lesson 1: Geography of Southwest Asia (Middle East)
SS7G5.a	On a world and regional political-physical map, locate these features of Southwest Asia (the Middle East): the Euphrates River, the Jordan River, the Tigris River, the Suez Canal, the Persian Gulf, the Strait of Hormuz, the Arabian Sea, and the Red Sea.	Unit 3 Lesson 1: Geography of Southwest Asia (Middle East)
SS7G5.b	On a world and regional political-physical map, locate these countries and territories: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, the Gaza Strip, and the West Bank.	Unit 3 Lesson 1: Geography of Southwest Asia (Middle East)
SS7G6	Explain how environmental issues impact Southwest Asia (the	Unit 3 Lesson 2: The Environment of

Standards		Weekly Issues
	Middle East) today.	Southwest Asia (Middle East)
SS7G6.a	Explain how access to safe drinking water and water to use for irrigating crops is impacted by water pollution and unequal access to water.	Unit 3 Lesson 2: The Environment of Southwest Asia (Middle East)
SS7G7	Explain how the locations of countries, their climates, and how their natural resources are distributed would impact trade with other parts of the world, as well as influence where people live, in the region of Southwest Asia (the Middle East).	Unit 3 Lesson 2: The Environment of Southwest Asia (Middle East)
SS7G7.a	Explain how the locations of deserts and rivers in Southwest Asia (the Middle East) influence trade and where people choose to live.	Unit 3 Lesson 2: The Environment of Southwest Asia (Middle East)
SS7G8	Understand the diversity of cultures among the people living in Southwest Asia (the Middle East).	Unit 5 Lesson 1: Cultural Diversity in Southwest Asia (Middle East)
SS7G8.a	Explain how an ethnic group differs from a religious group.	Unit 5 Lesson 1: Cultural Diversity in Southwest Asia (Middle East)
SS7G8.b	Describe the wide variety of religious practices observed by the different ethnic populations in Southwest Asia (the Middle East).	Unit 5 Lesson 1: Cultural Diversity in Southwest Asia (Middle East)
SS7G8.c	Explain the similarities and differences between the most prominent religions in Southwest Asia (the Middle East): Islam, Judaism, and Christianity.	Unit 5 Lesson 1: Cultural Diversity in Southwest Asia (Middle East)
SS7CG3	Analyze different forms of government and explain how they are similar, as well as how they're different.	Unit 6 Lesson 3: Government in Southwest Asia in the 21st Century
SS7CG3.a	Describe the different levels of citizen participation in autocratic governments versus democratic governments.	Unit 6 Lesson 3: Government in Southwest Asia in the 21st Century
SS7CG3.b	Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.	Unit 6 Lesson 3: Government in Southwest Asia in the 21st Century
SS7E4	Analyze and explain how various economic systems work.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E4.a	Understand the principles of traditional, market, and planned economies and how they answer the three economic	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)

Standards		Weekly Issues
	questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	
SS7E4.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E4.c	Explain the similarities and differences between the economic systems used in Israel, Saudi Arabia, and Turkey.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E5	Give examples of how voluntary trade benefits buyers and sellers in Southwest Asia (the Middle East).	Unit 4 Lesson 2: Trade and Specialization in Southwest Asia (Middle East)
SS7E5.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 4 Lesson 2: Trade and Specialization in Southwest Asia (Middle East)
SS7E5.b	Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 4 Lesson 2: Trade and Specialization in Southwest Asia (Middle East)
SS7E5.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 4 Lesson 2: Trade and Specialization in Southwest Asia (Middle East)
SS7E5.d	Explain the purpose behind the Organization of Petroleum Exporting Countries (OPEC) and how it achieves these goals.	Unit 4 Lesson 2: Trade and Specialization in Southwest Asia (Middle East)
SS7E6	Describe the importance of various factors that affect economic growth and their level of influence in Israel, Saudi Arabia, and Turkey.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E6.a	Determine how a country's standard of living is affected by literacy rates.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E6.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E6.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E6.d	Explain how the development of Southwest Asia (the Middle East) has been influenced by the distribution of its oil.	Unit 4 Lesson 1: Economic Systems of Southwest Asia (Middle East)
SS7E6.e	Describe the impact entrepreneurs have on a country's	Unit 4 Lesson 1: Economic Systems of

Standards		Weekly Issues
	economy.	Southwest Asia (Middle East)
SS7H3	Understand the history of Southern and Eastern Asia: what has changed and what has stayed the same.	Unit 8 Lesson 3: Conflict and Change in China in the 20th Century Unit 8 Lesson 4: Conflict and Change in India in the 20th Century Unit 9 Lesson 3: Conflict and Change in Japan in the 20th Century Unit 9 Lesson 4: Conflict and Change in North Korea and South Korea in the 20th Century
SS7H3.a	Explain how a rise in nationalism led to India gaining its independence.	Unit 8 Lesson 4: Conflict and Change in India in the 20th Century
SS7H3.b	Explain how Mohandas “Mahatma” Gandhi’s belief in nonviolent protest influenced India’s struggle for independence.	Unit 8 Lesson 4: Conflict and Change in India in the 20th Century
SS7H3.c	Explain the United States’ influence in Japan’s rebuilding after WWII.	Unit 9 Lesson 3: Conflict and Change in Japan in the 20th Century
SS7H3.d	Describe how communism has shaped China’s history from the mid-20th century to today. Consider important figures, such as Mao Zedong, and significant events, such as the Cultural Revolution, the Great Leap Forward, and the Tiananmen Square protests and massacre.	Unit 8 Lesson 3: Conflict and Change in China in the 20th Century
SS7H3.e	Explain the reasons for world powers, such as the United States, to invade Korea and Vietnam in the interest of stopping the growth of communist movements.	Unit 9 Lesson 4: Conflict and Change in North Korea and South Korea in the 20th Century
SS7G9	Locate certain features of Southern and Eastern Asia on a map.	Unit 7 Lesson 1: Geography of Southern and Eastern Asia
SS7G9.a	On a world map and regional political-physical map, locate these key features of Southern and Eastern Asia: the Ganges River, the Huang He (Yellow River), the Chang Jiang (Yangtze) River, the Bay of Bengal, the Indian Ocean, the Sea of Japan, the South China Sea, the Yellow Sea, the Gobi Desert, the Taklimakan Desert, the Himalayan Mountains, and the Korean Peninsula.	Unit 7 Lesson 1: Geography of Southern and Eastern Asia

Standards		Weekly Issues
SS7G9.b	On a world and regional political-physical map, locate these countries: China, India, Japan, North Korea, South Korea, and Vietnam.	Unit 7 Lesson 1: Geography of Southern and Eastern Asia
SS7G10	Explain how Southern and Eastern Asia are impacted by environmental issues today.	Unit 7 Lesson 2: The Environment and Southern and Eastern Asia
SS7G10.a	Explain the causes of the pollution of the Chang Jiang (Yangtze) and Ganges rivers and what the effects of the pollution are.	Unit 7 Lesson 2: The Environment and Southern and Eastern Asia
SS7G10.b	Explain the causes of environmental issues, such as air pollution and flooding in India and China, and how it affects the two countries.	Unit 7 Lesson 2: The Environment and Southern and Eastern Asia
SS7G11	Explain how the locations of countries, their climates, and how their natural resources are distributed would impact trade with other parts of the world, as well as influence where people live, in the regions of Southern and Eastern Asia.	Unit 7 Lesson 2: The Environment and Southern and Eastern Asia
SS7G11.a	Explain how geographical features, such as mountains, deserts, and water features, in Southern and Eastern Asia influence where people live and how they do trade.	Unit 7 Lesson 2: The Environment and Southern and Eastern Asia
SS7G12	Understand the diversity of cultures among the people living in Southern and Eastern Asia.	Unit 7 Lesson 3: Cultural Diversity in Southern and Eastern Asia
SS7G12.a	Explain how an ethnic group differs from a religious group.	Unit 7 Lesson 3: Cultural Diversity in Southern and Eastern Asia
SS7G12.b	Explain the similarities and differences between the belief systems that originated in Southern and Eastern Asia: Buddhism, Shintoism, and Confucianism.	Unit 7 Lesson 3: Cultural Diversity in Southern and Eastern Asia
SS7CG4	Analyze different forms of government and explain how they are similar, as well as how they're different.	Unit 8 Lesson 1: Governments of China and India Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 1: Governments of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today

Standards		Weekly Issues
SS7CG4.a	Describe the different levels of citizen participation in autocratic governments versus democratic governments.	Unit 8 Lesson 1: Governments of China and India Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 1: Governments of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7CG4.b	Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.	Unit 8 Lesson 1: Governments of China and India Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 1: Governments of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E7	Analyze and explain how various economic systems work.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E7.a	Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E7.b	Explain how the economic systems of countries fall on a spectrum between market and command.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E7.c	Explain the similarities and differences between the economic systems used in China, India, Japan, North Korea, and South Korea.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E8	Give examples of how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E8.a	Explain how specialization in certain industries benefits and encourages trade between countries.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of

Standards		Weekly Issues
		Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E8.b	Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E8.c	Explain why a system for exchanging currencies between nations is required for international trade to happen.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E9	Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E9.a	Determine how a country's standard of living is affected by literacy rates.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E9.b	Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E9.c	Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea Unit 9 Lesson 5: Southern and Eastern Asia Today
SS7E9.d	Explain what role a country's natural resources play in its economy.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E9.e	Describe the impact entrepreneurs have on a country's economy.	Unit 8 Lesson 2: Economic Systems of China and India Unit 9 Lesson 2: Economic Systems of Japan, North Korea, and South Korea
SS7E10	Understand the importance of living within one's income to effectively manage one's personal money.	Unit 13 Lesson 1: Financial Literacy

Standards		Weekly Issues
SS7E10.a	Understand that to acquire income, one must work, and that the income is limited.	Unit 13 Lesson 1: Financial Literacy
SS7E10.b	Understand how to effectively use a budget to plan one's spending and saving.	Unit 13 Lesson 1: Financial Literacy
SS7E10.c	Understand why saving is beneficial to one's finances.	Unit 13 Lesson 1: Financial Literacy
SS7E10.d	Understand when to use credit and what the consequences may be.	Unit 13 Lesson 1: Financial Literacy

Standards		Weekly Issues
Georgia 8th Grade Standards		
SS8H1	Consider how European exploration and colonization impacted the lives of Indigenous Americans living in Georgia.	Unit 2 Lesson 2 (week 4): Georgia's First Inhabitants Unit 2 Lesson 3 (week 5): European Exploration of Georgia
SS8H1.a	Describe the lives of Indigenous Americans living in Georgia at the time European colonizers made contact; include aspects such as culture, food, weapons, tools, and shelter.	Unit 2 Lesson 2 (week 4): Georgia's First Inhabitants
SS8H1.b	Explain the motivations for European exploration and colonization of North America. Focus on the interests of Spain and Britain in the Southeastern area.	Unit 2 Lesson 3 (week 5): European Exploration of Georgia
SS8H1.c	Consider how Spanish contact impacted the Indigenous Americans, including the explorations of Hernando DeSoto and the establishment of Spanish missions on the barrier islands.	Unit 2 Lesson 3 (week 5): European Exploration of Georgia
SS8H2	Study and understand Georgia's colonial history.	Unit 3 Lesson 1 (week 6): The Founding of Colonial Georgia Unit 3 Lesson 2 (week 7): From Trustee to Royal Colony
SS8H2.a	Explain how the Charter of 1732 was important to the history of Georgia, including the reasons for settlement. Reasons could be related to philanthropy, economics, and defense.	Unit 3 Lesson 1 (week 6): The Founding of Colonial Georgia
SS8H2.b	Explain how the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove was influential in the establishment of the city of Savannah, located at Yamacraw Bluff.	Unit 3 Lesson 1 (week 6): The Founding of Colonial Georgia
SS8H2.c	Consider how the diversity of groups coming to Georgia, such as Jews, Salzburgers, Highland Scots, and Malcontents, contributed to the settling of Georgia during the trustee period.	Unit 3 Lesson 2 (week 7): From Trustee to Royal Colony
SS8H2.d	Explain how Georgia transitioned into being a royal colony. Include aspects such as land ownership, slavery, alcohol, and government.	Unit 3 Lesson 2 (week 7): From Trustee to Royal Colony

Standards		Weekly Issues
SS8H2.e	Provide examples of the goods and services that could be found in colonial Georgia.	Unit 3 Lesson 1 (week 6): The Founding of Colonial Georgia Unit 3 Lesson 2 (week 7): From Trustee to Royal Colony
SS8H3	Explain the contributions Georgia made in the American revolutionary era.	Unit 4 Lesson 1 (week 8): From Revolution to Statehood Unit 4 Lesson 2 (week 9): The Declaration of Independence Unit 4 Lesson 3 (week 10): The Articles of Confederation
SS8H3.a	Explain how Georgia was affected by the causes of the American Revolution. Consider factors such as the French and Indian War, the Proclamation of 1763, and the Stamp Act.	Unit 4 Lesson 1 (week 8): From Revolution to Statehood
SS8H3.b	Understand the three parts of the Declaration of Independence (preamble, grievances, and declaration) and be able to identify the three signers of the Declaration originating from Georgia.	Unit 4 Lesson 2 (week 9): The Declaration of Independence
SS8H3.c	Understand the importance of the Loyalists and the Patriots during the Revolutionary War and the roles they played. Consider the Battle of Kettle Creek and the Siege of Savannah.	Unit 4 Lesson 1 (week 8): From Revolution to Statehood Unit 4 Lesson 3 (week 10): The Articles of Confederation
SS8H3.d	Understand how the Articles of Confederation was not sufficient for the newly formed United States and how those weaknesses lead to the creation of a new federal Constitution.	Unit 4 Lesson 3 (week 10): The Articles of Confederation
SS8H4	Provide examples of factors that significantly affected westward expansion in Georgia between 1789 and 1840 and explain in what ways they affected expansion.	Unit 5 Lesson 1 (week 11): Growth and Change in Georgia Unit 5 Lesson 2 (week 12): The Indian Removal Act's Impact on the Cherokee People of Georgia Unit 5 Lesson 3 (week 13): Technology and Growth in Georgia
SS8H4.a	Explain why the University of Georgia was established and why Georgia's capitals moved westward.	Unit 5 Lesson 1 (week 11): Growth and Change in Georgia
SS8H4.b	Evaluate how land policies such as the headright system, land lotteries, and the Yazoo Land Fraud impacted Georgia.	Unit 5 Lesson 1 (week 11): Growth and Change in Georgia

Standards		Weekly Issues
SS8H4.c	Explain how Georgia's growth as a state was impacted by significant technologies such as the cotton gin and railroads.	Unit 5 Lesson 3 (week 13): Technology and Growth in Georgia
SS8H4.d	Explain the role of William McIntosh in Georgia's removal of the native Muscogee (Creek) people.	Unit 5 Lesson 2 (week 12): The Indian Removal Act's Impact on the Cherokee People of Georgia
SS8H4.e	Analyze how historical figures such as John Ross, John Marshall, and Andrew Jackson, along with events such as the Dahlonega Gold Rush and <i>Worcester v. Georgia</i> led to the forceful removal of the Cherokee people from Georgia, later known as the Trail of Tears.	Unit 5 Lesson 2 (week 12): The Indian Removal Act's Impact on the Cherokee People of Georgia
SS8H5	Analyze how the American Civil War affected Georgia's development.	Unit 6 Lesson 1 (week 14): Causes of the Civil War Unit 6 Lesson 2 (week 15): The Civil War Unit 6 Lesson 3 (week 16): The End of the Civil War
SS8H5.a	Explain how significant issues and events contributed to the start of the Civil War, such as slavery, states' rights, nullification, the Compromise of 1850 and the Georgia Platform, the Dred Scott case, the election of Abraham Lincoln in 1860, and the debate over secession in Georgia.	Unit 6 Lesson 1 (week 14): Causes of the Civil War
SS8H5.b	Explain the impacts Georgia made in the Civil War, including events such as the Union blockade of Georgia's coast, the Emancipation Proclamation, the Battle of Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville prison.	Unit 6 Lesson 2 (week 15): The Civil War Unit 6 Lesson 3 (week 16): The End of the Civil War
SS8H6	Analyze how Reconstruction changed Georgia.	Unit 7 Lesson 1 (week 17): Plans for Reconstruction After the War Unit 7 Lesson 2 (week 18): Reconstruction and Georgia
SS8H6.a	Explain how the 13th, 14th, and 15th Amendments affected Reconstruction in Georgia.	Unit 7 Lesson 1 (week 17): Plans for Reconstruction After the War
SS8H6.b	Identify and explain the most important features of the Lincoln, Johnson, and Congressional Reconstruction plans.	Unit 7 Lesson 1 (week 17): Plans for Reconstruction After the War
SS8H6.c	Analyze the goals of the Freedmen's Bureau and the Ku Klux Klan, compare and contrast their intentions, and explain their outcomes.	Unit 7 Lesson 2 (week 18): Reconstruction and Georgia

Standards		Weekly Issues
SS8H6.d	Understand the reasons for the removal of African American legislators from the Georgia general assembly during Reconstruction and describe the effect.	Unit 7 Lesson 2 (week 18): Reconstruction and Georgia
SS8H6.e	Describe what goods and services could be found in Reconstruction-era Georgia, including those provided by sharecropping and tenant farming.	Unit 7 Lesson 2 (week 18): Reconstruction and Georgia
SS8H7	Identify important political, social and economic changes that Georgia experienced during the New South era.	Unit 8 Lesson 1 (week 19): The New South Era Unit 8 Lesson 2 (week 20): Political, Social, and Economic Changes in the New South Unit 8 Lesson 3 (week 21): Equality and Rights in Georgia
SS8H7.a	Identify significant individuals, groups, and events and how they shaped the New South; examples should include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.	Unit 8 Lesson 1 (week 19): The New South Era
SS8H7.b	Analyze how laws and court decisions, such as Jim Crow laws and <i>Plessy v. Ferguson</i> , and institutions such as disenfranchisement and racial violence, including the 1906 Atlanta Race Massacre, were used to deny African Americans of rights.	Unit 8 Lesson 2 (week 20): Political, Social, and Economic Changes in the New South
SS8H7.c	Explain how significant figures in history such as Booker T. Washington, W. E. B. Du Bois, and Alonzo Herndon made contributions to advancing the rights of African Americans in the New South Era.	Unit 8 Lesson 3 (week 21): Equality and Rights in Georgia
SS8H7.d	Examine the ways in which the case of Leo Frank exemplified the antisemitism and racial prejudice common at the time.	Unit 8 Lesson 2 (week 20): Political, Social, and Economic Changes in the New South
SS8H8	Analyze the roles Georgia played in significant events occurring starting from World War I and through the Great Depression.	Unit 9 Lesson 1 (week 22): Georgia Enters the 20th Century Unit 9 Lesson 2 (week 22): The New Deal
SS8H8.a	Explain the ways in which Georgia contributed to World War I.	Unit 9 Lesson 1 (week 22): Georgia Enters the 20th Century
SS8H8.b	Explain the economic and environmental factors that contributed to the Great Depression. Examples should include boll weevils and drought.	Unit 9 Lesson 1 (week 22): Georgia Enters the 20th Century

Standards		Weekly Issues
SS8H8.c	Explain the opposition to the New Deal programs headed by Eugene Talmadge.	Unit 9 Lesson 2 (week 22): The New Deal
SS8H8.d	Explain how President Roosevelt was connected to Georgia. Include his visits to Warm Springs and how he impacted the state.	Unit 9 Lesson 1 (week 22): Georgia Enters the 20th Century
SS8H8.e	Examine the impact New Deal projects had on Georgia, such as the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and the Social Security Administration.	Unit 9 Lesson 2 (week 22): The New Deal
SS8H9	Explain the contributions Georgia made in World War II.	Unit 9 Lesson 3 (week 24): Georgia and World War II
SS8H9.a	Explain how events such as the Lend-Lease Act and the bombing of Pearl Harbor lead to American involvement in World War II.	Unit 9 Lesson 3 (week 24): Georgia and World War II
SS8H9.b	Understand the purpose of the Bell Bomber plant, military bases, and the Savannah and Brunswick shipyards and how they economically impacted Georgia.	Unit 9 Lesson 3 (week 24): Georgia and World War II
SS8H9.c	Explain how Richard Russell and Carl Vinson contributed economically and militarily to Georgia.	Unit 9 Lesson 3 (week 24): Georgia and World War II
SS8H10	Understand how Georgia developed in the period following World War II.	Unit 9 Lesson 4 (week 25): Georgia's Growth After WWII
SS8H10.a	Explain how advancements in technology changed agriculture in Georgia as well as created a population shift.	Unit 9 Lesson 4 (week 25): Georgia's Growth After WWII
SS8H10.b	Explain how Georgia was impacted by the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr.	Unit 9 Lesson 4 (week 25): Georgia's Growth After WWII
SS8H10.c	Explain how the end of the white primary and the 1946 governor's race were linked.	Unit 9 Lesson 4 (week 25): Georgia's Growth After WWII
SS8H11	Explain how Georgia contributes to the modern day Civil Rights Movement.	Unit 10 Lesson 1 (week 26): The Fight for Civil Rights Unit 10 Lesson 2 (week 27): The Civil Rights Movement in Georgia

Standards		Weekly Issues
		Unit 10 Lesson 3 (week 28): Outcomes of the Civil Rights Movement in Georgia
SS8H11.a	Explain the reaction from Georgia in response to the ruling of <i>Brown v. Board of Education</i> , including the 1956 flag and the Sibley Commission.	Unit 10 Lesson 1 (week 26): The Fight for Civil Rights
SS8H11.b	Explain how the Civil Rights movement was impacted by significant figures such as Martin Luther King Jr. and John Lewis, groups such as SNCC and SCLC, and events such as the Albany Movement and the March of Washington.	Unit 10 Lesson 2 (week 27): The Civil Rights Movement in Georgia Unit 10 Lesson 3 (week 28): Outcomes of the Civil Rights Movement in Georgia
SS8H11.c	Explain the ways in which the 1964 Civil Rights Act met resistance. Emphasize the role of Lester Maddox.	Unit 10 Lesson 3 (week 28): Outcomes of the Civil Rights Movement in Georgia
SS8H12	Explain how 20th century developments in Georgia are significant.	Unit 11 Lesson 1 (week 29): Georgia Enters the Modern Era Unit 11 Lesson 2 (week 30): Georgia in the 21st Century
SS8H12.a	Explain how Georgia has been impacted by the continued development of Atlanta under mayors Maynard Jackson and Andrew Young.	Unit 11 Lesson 1 (week 29): Georgia Enters the Modern Era
SS8H12.b	Describe how Jimmy Carter impacted Georgia in his roles as state senator, governor, president, and past president.	Unit 11 Lesson 1 (week 29): Georgia Enters the Modern Era
SS8H12.c	Evaluate how hosting the 1996 Olympics has impacted Georgia both short-term and long-term. Include aspects such as economic and population Growth.	Unit 11 Lesson 2 (week 30): Georgia in the 21st Century
SS8H12.d	Understand the role Georgia plays in the national and global economy in the 21st century. Include aspects such as tourism, Savannah port expansion, and the film industry.	Unit 11 Lesson 2 (week 30): Georgia in the 21st Century
SS8G1	Describe the geography and climate of Georgia.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions
SS8G1.a	Locate Georgia in regional, national, continental, and global maps.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions
SS8G1.b	Divide Georgia into five geographical regions in terms of location, climate, agriculture, and economic contribution.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions

Standards		Weekly Issues
SS8G1.c	Locate important geological features of Georgia and explain their significance. Include features such as the Fall Line, Okefenokee Swamp, the Appalachian Mountains, the Chattahoochee and Savannah Rivers, and the barrier islands.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions
SS8G1.d	Understand the significant role water plays in Georgia's development and economic Growth.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions
SS8CG1	Explain the foundational principles of Georgia's government.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG1.a	Explain the basic structure of the state constitution of Georgia. Include elements such as the preamble, bill of rights, articles, and amendments. Explain its relationship to the United States Constitution.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG1.b	Explain the concepts of separation of powers and checks and balances. Describe how those are practiced in the three branches of Georgia's government.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG1.c	Describe the rights and responsibilities of every Georgian citizen according to the state constitution.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG1.d	Explain the qualifications one must meet to participate in elections in Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG1.e	Identify the four principles in the Pledge of Allegiance to the Georgia flag as wisdom, justice, moderation, and courage.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG2	Analyze the duties and responsibilities of the legislative branch in Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG2.a	Explain the qualifications one must meet to be a member of the General Assembly, as well as the role it plays as the law-making body of Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG2.b	Describe the duties and responsibilities of the committee system in the Georgia General Assembly.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG2.c	Describe the steps taken to make a new law in Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia

Standards		Weekly Issues
SS8CG2.d	Describe how the state government gets funding and how it decides how to spend its money.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG3	Understand the duties and responsibilities of the executive branch in the Georgia state government.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG3.a	Explain the qualifications one must meet to be governor and lieutenant governor for the state of Georgia and their duties and responsibilities in the state executive branch.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG3.b	Describe how the executive branch is able to perform its roles by establishing state agencies that administer programs and enforce laws.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG4	Understand the duties and responsibilities of the judicial branch in the Georgia state government.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG4.a	Explain how judges are selected in the state of Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG4.b	Understand that the two duties of the judicial branch are to interpret the laws of Georgia and administer justice in the legal system.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG4.c	Explain how criminal law differs from civil law.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG4.d	Describe the process of the adult criminal justice system beginning with arrest.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG5	Explain how juvenile offenders are handled in Georgia's court system.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG5.a	Understand the difference between delinquent and unruly behavior and the consequences of each.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG5.b	Explain what rights juveniles in the juvenile justice system enjoy.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG5.c	Explain the process of the juvenile justice system starting with when a juvenile is first taken into custody.	Unit 12 Lesson 1 (week 31): The Government of Georgia

Standards		Weekly Issues
SS8CG6	Understand the role local governments take in the wider governance of Georgia.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG6.a	Explain the origin and purpose of different forms of government in Georgia. This includes city, county, and special-purpose governments.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8CG6.b	Explain how local governments receive funding and how decisions are made to spend that money.	Unit 12 Lesson 1 (week 31): The Government of Georgia
SS8E1	Describe the four forms of transportation (road, air, water, and rail) present in Georgia and how they contribute to the development and Growth of the state's economy.	Unit 11 Lesson 1 (week 29): Georgia Enters the Modern Era Unit 11 Lesson 2 (week 30): Georgia in the 21st Century
SS8E1.a	Determine in what ways the interstate highway system, the Hartsfield-Jackson International Airport, deepwater ports, and railroads intersect to facilitate the exchange of goods and services both domestically and worldwide.	
SS8E1.b	Explain how the four modes of transportation provide Georgia with jobs for its citizens.	
SS8E2	Determine how businesses based in Georgia have influenced the state's economic Growth and development.	
SS8E2.a	Explain how entrepreneurs are motivated by profit.	
SS8E2.b	Explain the risks that an entrepreneur takes to start a business offering new goods and services.	
SS8E2.c	Determine how various industries in Georgia impact the state economically. Consider the agricultural, entertainment, manufacturing, service, and technology industries.	
SS8E3	Explain the strategies one can use to effectively manage personal money.	Unit 13 Lesson 1 (week 32): Personal Financial Fitness
SS8E3.a	Explain that the starting point for one's personal finances is their income.	Unit 13 Lesson 1 (week 32): Personal Financial Fitness
SS8E3.b	Describe why one would want to use a household budget and	Unit 13 Lesson 1 (week 32): Personal

Standards		Weekly Issues
	what the benefits are.	Financial Fitness
SS8E3.c	Describe why one would want to invest in their savings, and what the benefits of doing so are.	Unit 13 Lesson 1 (week 32): Personal Financial Fitness
SS8E3.d	Describe why one would want to take on debt, and what the risks are.	Unit 13 Lesson 1 (week 32): Personal Financial Fitness
L6-8RHSS4	Understand the meaning of words and phrases as presented in text, specifically vocabulary used for history and social studies.	Unit 2 Lesson 1 (week 3): Georgia's Geographic Regions

Week	Title	Standards Covered
Unit 1: Myself and Others		
1	School Rules	<p>PDM1 The child will reinforce healthy living practices.</p> <p>PDM1.4c The child will regularly follow basic safety rules and understand the consequences if they fail to follow the rules.</p> <p>PDM1.4d The child will convey the importance of adhering to the safety rules.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4a The child will be able to identify themselves as an individual member of a distinct group or demographic and understand their position in the larger world picture.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4a The child will independently follow rules and routines laid out for them.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED5 The child will be able to build relationships with peers and build social skills with them.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL1.4c The child will independently set goals for themselves. They will develop plans and follow through on them.</p> <p>APL2 The child will express interest and curiosity in the world around them.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4b The child will continue to improve skills through practice even after accomplishing them.</p>

Week	Title	Standards Covered
		<p>APL3.4c The child will collaborate with others in order to achieve a goal or accomplish a task.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3.4b The child will be able to use appropriate non-verbal gestures, body language, and actions to communicate their feelings.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p>

Week	Title	Standards Covered
		<p>CLL9 The child will demonstrate the ability to write and utilize that ability for a variety of purposes.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-MA6 The child will have a sufficient knowledge of shapes to recognize, describe, and explore shapes and their concepts.</p> <p>CD-SS2 The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.</p> <p>CD-SS2.4a The child will understand what the rules of the classroom are and follow them. The child will competently engage in appropriate social behavior.</p> <p>CD-SS4.4a The child will be able to perform and complete jobs that are beneficial to their community and communicate the importance of contributing labor to their community.</p> <p>CD-CR2.4a The child will engage in self-expression and individual creativity through the use of materials to create original works.</p> <p>CD-CR3 The child will express musical creativity through the use of voice, instruments, and objects.</p>
2	All About Me	<p>PDM1.4a The child will remain attentive and focused unless it is nap time.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1 The child will be conscious and achieve self-awareness.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED1.4c The child will have confidence in a variety of abilities. The child will be able to take on and succeed in new tasks.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED5.4b The child will engage in cooperative play with a few peers for a sustained amount of time.</p>

Week	Title	Standards Covered
		<p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3 The child will be able to keep their attention on a specific activity and display persistence.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL1.4c The child will be able to expand on thoughts or ideas that are expressed.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p>

Week	Title	Standards Covered
		<p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9 The child will demonstrate the ability to write and utilize that ability for a variety of purposes.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-MA1 The child will be able to build a knowledge of numbers and quantity, represent their knowledge, and organize it.</p> <p>CD-MA1.4a The child will be able to recite numbers starting from 1 to 20 in a sequence.</p> <p>CD-MA1.4d The child will be able to describe two sets as having more, less or equal quantities.</p> <p>CD-MA2.4b The child will, through one-to-one correspondence, be able to count at least 10 objects.</p> <p>CD-MA2.4d The child will be able to analyze classroom graphs and describe the data presented using numerical math language.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p> <p>CD-CR2.4a The child will engage in self-expression and individual creativity through the use of materials to create original works.</p> <p>CD-CR3.4a The child will express musical creativity through the use of familiar rhymes, songs, chants, and musical instruments.</p>

Week	Title	Standards Covered
3	Feelings	<p>PDM3 The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.</p> <p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM3.4b The child will be able to display spatial awareness by participating in play activities.</p> <p>PDM5 The child will show their ability in gross motor skills.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED2 The child will have the ability to express themselves.</p> <p>SED2.4a The child will be able to use words, sentences, and actions to effectively communicate their needs, ideas, opinions, and preferences.</p> <p>SED2.4b The child will use verbal and non-verbal expressions to describe and explain their entire range of emotions with the guidance of an adult.</p> <p>SED2.4c The child will be able to express the emotions of them self and others through pretend-play.</p> <p>SED2.4d The child will be able to distinguish between positive and negative emotions, and understand the conditions that invoke each with the guidance of an adult.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4b The child will be able to regulate their own emotions and behavior. They will independently seek out adult aid when needed.</p> <p>SED3.4c The child will be able to regulate a wide range of impulses.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED4.4d The child will seek out adults when they need help or assistance.</p> <p>SED5.4d The child will display emerging empathy and the ability to understand the emotions of their peers. They'll attempt to comfort and help peers in distress.</p>

Week	Title	Standards Covered
		<p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5 The child will demonstrate flexibility and cooperation in play and learning.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3 The child will utilize body language and nonverbal communications in a variety of situations.</p> <p>CLL3.4a The child will be able to employ complex gestures and actions in order to emphasize verbal communication when communicating needs and wants.</p> <p>CLL3.4b The child will be able to use appropriate non-verbal gestures, body language, and actions to communicate their feelings.</p>

Week	Title	Standards Covered
		<p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p> <p>CD-CR1.4a The child will express their thoughts, feelings, and energy through dance. The child will utilize dance as an outlet for their creativity.</p> <p>CD-CR2 The child will develop their artistic expression through creation and exploration in a variety of visual art forms.</p> <p>CD-CR2.4a The child will engage in self-expression and individual creativity through the use of materials to create original works.</p> <p>CD-CR4.4b The child will be able to tell a creative story though the use of dialogue, actions, objects, and imagination.</p> <p>CD-CR4.4d The child will express their thoughts, feelings, and creativity through dramatic play.</p> <p>CD-CP3 The child will demonstrate the skills needed to tackle new problems.</p>

Week	Title	Standards Covered
4	Family and Friends	<p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1 The child will be conscious and achieve self-awareness.</p> <p>SED1.4a The child will be able to identify themselves as an individual member of a distinct group or demographic and understand their position in the larger world picture.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4b The child will be able to regulate their own emotions and behavior. They will independently seek out adult aid when needed.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED4.4d The child will seek out adults when they need help or assistance.</p> <p>SED5 The child will be able to build relationships with peers and build social skills with them.</p> <p>SED5.4a The child will be able to develop friendships with other children and be able to maintain them.</p> <p>SED5.4b The child will engage in cooperative play with a few peers for a sustained amount of time.</p> <p>SED5.4c The child will be able to attempt to resolve conflicts between peers by using appropriate strategies.</p> <p>SED5.4d The child will display emerging empathy and the ability to understand the emotions of their peers. They'll attempt to comfort and help peers in distress.</p> <p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1 The child will be able to take initiative and direct themself.</p>

Week	Title	Standards Covered
		<p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>APL5.4b The child will be able to fill a variety of roles in a group setting.</p> <p>APL5.4c The child will be able to utilize inventiveness, imagination, and creativity when solving a problem.</p> <p>APL5.4d The child will consider different possible solutions. They will demonstrate flexibility if an alternate solution is suggested by a peer or adult.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3.4a The child will be able to employ complex gestures and actions in order to emphasize verbal communication when communicating needs and wants.</p>

Week	Title	Standards Covered
		<p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-MA1 The child will be able to build a knowledge of numbers and quantity, represent their knowledge, and organize it.</p> <p>CD-MA1.4a The child will be able to recite numbers starting from 1 to 20 in a sequence.</p> <p>CD-MA1.4b The child will be able to recognize numbers, use counting in their play, and be able to determine quantity using numerals.</p> <p>CD-MA6 The child will have a sufficient knowledge of shapes to recognize, describe, and explore shapes and their concepts.</p> <p>CD-MA6.4a The child will be able to name common two-dimensional and three dimensional shapes and be able to recognize them. The child will be able to name their parts and attributes.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS1.4a The child will understand the structure of their own family and the roles of their family members.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p>

Week	Title	Standards Covered
		<p>CD-SS2 The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p> <p>CD-CR4.4b The child will be able to tell a creative story through the use of dialogue, actions, objects, and imagination.</p> <p>CD-CP2.4c The child will approach new situations using information they have about familiar objects and people.</p> <p>CD-CP3 The child will demonstrate the skills needed to tackle new problems.</p> <p>CD-CP3.4b The child will tackle problems through the use of new and familiar strategies.</p>
Unit 2: My Community		
5	In the Neighborhood	<p>PDM1.4a The child will remain attentive and focused unless it is nap time.</p> <p>PDM1.4c The child will regularly follow basic safety rules and understand the consequences if they fail to follow the rules.</p> <p>PDM1.4d The child will convey the importance of adhering to the safety rules.</p> <p>PDM3 The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.</p> <p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p> <p>PDM5 The child will show their ability in gross motor skills.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6 The child will display an ability to utilize fine motor skills.</p> <p>PDM6.4a The child will be capable of displaying the ability to perform fine motor tasks requiring small muscle strength and control.</p>

Week	Title	Standards Covered
		<p>PDM6.4b The child will be able to easily handle small objects using hand-eye coordination.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4a The child will be able to identify themselves as an individual member of a distinct group or demographic and understand their position in the larger world picture.</p> <p>SED1.4c The child will have confidence in a variety of abilities. The child will be able to take on and succeed in new tasks.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4 The child will be able to form relationships and build social skills with adults.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED4.4b The child will take the advice of familiar adults to decide how to respond to specific situations.</p> <p>SED4.4d The child will seek out adults when they need help or assistance.</p> <p>SED5.4b The child will engage in cooperative play with a few peers for a sustained amount of time.</p> <p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2 The child will express interest and curiosity in the world around them.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p>

Week	Title	Standards Covered
		<p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL4 The child will display a development of individualized and imaginative play.</p> <p>APL5.4b The child will be able to fill a variety of roles in a group setting.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL1.4c The child will be able to expand on thoughts or ideas that are expressed.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p>

Week	Title	Standards Covered
		<p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-MA1.4d The child will be able to describe two sets as having more, less or equal quantities.</p> <p>CD-MA3 The child will be able to communicate quantities such as distance, weight, length, height, and time and be able to explore those quantities.</p> <p>CD-MA4 The child will have the ability to manipulate patterns by sorting, ordering, classifying, and creating patterns.</p> <p>CD-MA4.4c The child will be able to create their own simple, repeating patterns and be able to extend them.</p> <p>CD-MA5 The child will recognize and describe how objects are related spatially and be able to explore that relationship.</p> <p>CD-MA6 The child will have a sufficient knowledge of shapes to recognize, describe, and explore shapes and their concepts.</p> <p>CD-SS2 The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS3.4a The child will be able to represent their own home, school, and community through simple creations.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4 The child will have an awareness of how economics operates in their community.</p> <p>CD-CR2.4c The child will appreciate the creative work of others and the different forms of art they express themselves in.</p> <p>CD-CR3 The child will express musical creativity through the use of voice, instruments, and objects.</p> <p>CD-CR4.4b The child will be able to tell a creative story though the use of dialogue, actions, objects, and imagination.</p>
6	Workers and Helpers	<p>PDM1.4f The child will name people who can be trusted to keep them safe and healthy.</p> <p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p>

Week	Title	Standards Covered
		<p>PDM5.4a The child will be able to perform complex tasks via coordinated movement.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4a The child will be capable of displaying the ability to perform fine motor tasks requiring small muscle strength and control.</p> <p>PDM6.4b The child will be able to easily handle small objects using hand-eye coordination.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1 The child will be conscious and achieve self-awareness.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED1.4d The child will be capable of independence, and make their own choices.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4 The child will be able to form relationships and build social skills with adults.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED4.4c The child will show affection to adults they are familiar with by using more complex words and actions.</p> <p>SED5.4b The child will engage in cooperative play with a few peers for a sustained amount of time.</p> <p>APL1 The child will be able to take initiative and direct themself.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p>

Week	Title	Standards Covered
		<p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3 The child will be able to keep their attention on a specific activity and display persistence.</p> <p>APL3.4c The child will collaborate with others in order to achieve a goal or accomplish a task.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL4.4a The child will engage in elaborate and sustained imagined play. The child will be able to distinguish between fantasy and real life.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>APL5.4b The child will be able to fill a variety of roles in a group setting.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p>

Week	Title	Standards Covered
		<p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-MA1.4b The child will be able to recognize numbers, use counting in their play, and be able to determine quantity using numerals.</p> <p>CD-MA4.4b The child will take groups of objects and be able to sort and classify them according to their attributes or relationships.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SS2 The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4 The child will have an awareness of how economics operates in their community.</p> <p>CD-SS4.4a The child will be able to perform and complete jobs that are beneficial to their community and communicate the importance of contributing labor to their community.</p> <p>CD-SS4.4b The child will be able to explain the responsibilities and roles performed by a variety of occupations.</p> <p>CD-CR2.4c The child will appreciate the creative work of others and the different forms of art they express themselves in.</p> <p>CD-CR4.4b The child will be able to tell a creative story though the use of dialogue, actions, objects, and imagination.</p> <p>CD-CP3 The child will demonstrate the skills needed to tackle new problems.</p>

Week	Title	Standards Covered
7	Staying Healthy	<p>PDM1 The child will reinforce healthy living practices.</p> <p>PDM1.4b The child will readily join in a variety of organized and unorganized activities, indoors and outdoors, for a continuous period of time. The activities will improve the child's strength, endurance, and flexibility.</p> <p>PDM1.4e The child will identify the importance of activities designed to fulfill health and self care needs, and actively participate in them.</p> <p>PDM1.4f The child will name people who can be trusted to keep them safe and healthy.</p> <p>PDM2 The child will engage in activities designed to teach the importance of proper nutrition.</p> <p>PDM2.4a The child will assist in preparing snacks and meals that are healthy and nutritious.</p> <p>PDM2.4b The child will be able to sort food into food groups. They will be able to explain the benefits of eating healthy foods.</p> <p>PDM3 The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.</p> <p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM3.4b The child will be able to display spatial awareness by participating in play activities.</p> <p>PDM4 The child will be able to navigate the environment and process new information by using their five senses (sight, touch, hearing, smell, and taste).</p> <p>PDM4.4a The child will be able to distinguish between a mixture of sights, smells, sounds, textures, and tastes, and be able to identify each one.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4d The child will be capable of independence, and make their own choices.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED4.4d The child will seek out adults when they need help or assistance.</p>

Week	Title	Standards Covered
		<p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL1.4c The child will independently set goals for themselves. They will develop plans and follow through on them.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p>

Week	Title	Standards Covered
		<p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4 The child will have an awareness of how economics operates in their community.</p> <p>CD-SS4.4b The child will be able to explain the responsibilities and roles performed by a variety of occupations.</p>
8	Staying Safe	<p>PDM1 The child will reinforce healthy living practices.</p> <p>PDM1.4b The child will readily join in a variety of organized and unorganized activities, indoors and outdoors, for a continuous period of time. The activities will improve the child's strength, endurance, and flexibility.</p> <p>PDM1.4c The child will regularly follow basic safety rules and understand the consequences if they fail to follow the rules.</p> <p>PDM1.4d The child will convey the importance of adhering to the safety rules.</p> <p>PDM1.4f The child will name people who can be trusted to keep them safe and healthy.</p>

Week	Title	Standards Covered
		<p>PDM3 The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.</p> <p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p>

Week	Title	Standards Covered
		<p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p>
Unit 3: This Big World		
9	Maps	<p>PDM1.4a The child will remain attentive and focused unless it is nap time.</p> <p>PDM3 The child will demonstrate an understanding of their body's position in space. The child will also understand their relationship to other objects in space.</p> <p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM4 The child will be able to navigate the environment and process new information by using their five senses (sight, touch, hearing, smell, and taste).</p> <p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p> <p>PDM5 The child will show their ability in gross motor skills.</p>

Week	Title	Standards Covered
		<p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1 The child will be conscious and achieve self-awareness.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED1.4c The child will have confidence in a variety of abilities. The child will be able to take on and succeed in new tasks.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4a The child will independently follow rules and routines laid out for them.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4 The child will be able to form relationships and build social skills with adults.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1 The child will be able to take initiative and direct themself.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2 The child will express interest and curiosity in the world around them.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4c The child will collaborate with others in order to achieve a goal or accomplish a task.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p>

Week	Title	Standards Covered
		<p>APL5.4d The child will consider different possible solutions. They will demonstrate flexibility if an alternate solution is suggested by a peer or adult.</p> <p>APL5.4e The child will recover from setbacks and reconcile when there is a difference of opinion in group settings.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL1.4c The child will be able to expand on thoughts or ideas that are expressed.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3.4a The child will be able to employ complex gestures and actions in order to emphasize verbal communication when communicating needs and wants.</p> <p>CLL3.4b The child will be able to use appropriate non-verbal gestures, body language, and actions to communicate their feelings.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p>

Week	Title	Standards Covered
		<p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-MA4.4a The child will independently sort a group of objects according to a specific characteristic and be able to describe their criteria.</p> <p>CD-MA4.4c The child will be able to create their own simple, repeating patterns and be able to extend them.</p> <p>CD-MA5 The child will recognize and describe how objects are related spatially and be able to explore that relationship.</p> <p>CD-MA5.4a The child will be able to accurately describe where objects are in their environment in terms of position, distance, and order, and use accurate language to do so.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS2.4a The child will understand what the rules of the classroom are and follow them. The child will competently engage in appropriate social behavior.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p>

Week	Title	Standards Covered
		<p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS3.4a The child will be able to represent their own home, school, and community through simple creations.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p> <p>CD-CR1 The child will demonstrate their creativity through dance.</p> <p>CD-CR3.4a The child will express musical creativity through the use of familiar rhymes, songs, chants, and musical instruments.</p> <p>CD-CR4.4b The child will be able to tell a creative story though the use of dialogue, actions, objects, and imagination.</p> <p>CD-CP2.4b The child will transfer knowledge to new experiences through the use of imitation and observation.</p> <p>CD-CP2.4e The child will explain how past knowledge can be applied to, or used to build on activities.</p>
10	Land and Water	<p>PDM1.4a The child will remain attentive and focused unless it is nap time.</p> <p>PDM4 The child will be able to navigate the environment and process new information by using their five senses (sight, touch, hearing, smell, and taste).</p> <p>PDM5 The child will show their ability in gross motor skills.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p>

Week	Title	Standards Covered
		<p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3 The child will be able to keep their attention on a specific activity and display persistence.</p> <p>APL3.4a The child will perform activities independently. They will continue tasks over a period of time.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p>

Week	Title	Standards Covered
		<p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9 The child will demonstrate the ability to write and utilize that ability for a variety of purposes.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-MA1 The child will be able to build a knowledge of numbers and quantity, represent their knowledge, and organize it.</p> <p>CD-MA1.4b The child will be able to recognize numbers, use counting in their play, and be able to determine quantity using numerals.</p> <p>CD-MA2.4b The child will, through one-to-one correspondence, be able to count at least 10 objects.</p> <p>CD-MA2.4e The child will understand and can respond with the last number counted to represent quantity with adult guidance and when counting.</p> <p>CD-MA3 The child will be able to communicate quantities such as distance, weight, length, height, and time and be able to explore those quantities.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC2.4a The child will have an understanding of water, and be able to describe its properties. This includes other states of water.</p> <p>CD-SC2.4b The child will explore the properties of rocks, soil, and mud to begin developing their understanding of these materials.</p>

Week	Title	Standards Covered
		<p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SC5.4a The child will understand that the environment is often negatively affected by human activity. They will participate in efforts to protect the environment.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-CR1 The child will demonstrate their creativity through dance.</p> <p>CD-CR3 The child will express musical creativity through the use of voice, instruments, and objects.</p> <p>CD-CR3.4a The child will express musical creativity through the use of familiar rhymes, songs, chants, and musical instruments.</p> <p>CD-CR4.4b The child will be able to tell a creative story though the use of dialogue, actions, objects, and imagination.</p> <p>CD-CP3.4a The child will take objects and materials and be able to make statements and answer questions about how they can be used to solve problems.</p>
11	Living Things	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p>

Week	Title	Standards Covered
		<p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p>

Week	Title	Standards Covered
		<p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC3.4b The child will be able to distinguish between living and non-living things.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p>
12	Outer Space	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p>

Week	Title	Standards Covered
		<p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p>

Week	Title	Standards Covered
		<p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p>
13	Giving Thanks	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p>

Week	Title	Standards Covered
		<p>CLL3.4b The child will be able to use appropriate non-verbal gestures, body language, and actions to communicate their feelings.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p> <p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p>
Unit 4: Cause and Effect		
14	The Sun and the Moon	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p>

Week	Title	Standards Covered
		<p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p>

Week	Title	Standards Covered
		<p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-CP1 The child will understand the concept of cause and effect.</p> <p>CD-CP1.4a The child will understand the relationship between cause and effect.</p>
15	Weather and Seasons	<p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p>

Week	Title	Standards Covered
		<p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p>

Week	Title	Standards Covered
		<p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SC2.4d The child will be able to discuss climate and changes in the weather by using appropriate vocabulary.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p>
16	Wintertime	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>SED5.4e The child will respect their peers' personal space and not take belongings without permission.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p>

Week	Title	Standards Covered
		<p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SC2.4d The child will be able to discuss climate and changes in the weather by using appropriate vocabulary.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p>
17	Celebrations	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p>

Week	Title	Standards Covered
		<p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p>

Week	Title	Standards Covered
		<p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p> <p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p>
Unit 5: People and Places		
18	Stories From Around the World	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p>

Week	Title	Standards Covered
		<p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p>

Week	Title	Standards Covered
		<p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p> <p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS5.4a The child will accurately recognize and recount a sequence of events accurately.</p> <p>CD-SS5.4b The child will know how to distinguish between the past, the present, and the future.</p>
19	All Together Now	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p>

Week	Title	Standards Covered
		<p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p> <p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p>

Week	Title	Standards Covered
20	Many Cultures	<p>PDM2.4b The child will be able to sort food into food groups. They will be able to explain the benefits of eating healthy foods.</p> <p>PDM4.4a The child will be able to distinguish between a mixture of sights, smells, sounds, textures, and tastes, and be able to identify each one.</p> <p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1 The child will be able to take initiative and direct themself.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p>

Week	Title	Standards Covered
		<p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3 The child will utilize body language and nonverbal communications in a variety of situations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS2.4b The child will understand the diverse variety of customs and cultural celebrations within their own home, their classroom, and their community. They will be able to explain these different customs and celebrations.</p> <p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p>
21	Past, Present, and Future	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p>

Week	Title	Standards Covered
		<p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p>

Week	Title	Standards Covered
		<p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p> <p>CD-SS5.4a The child will accurately recognize and recount a sequence of events accurately.</p> <p>CD-SS5.4b The child will know how to distinguish between the past, the present, and the future.</p>
22	Going Places	<p>PDM3.4a The child will be able to move and act purposefully. They will be able to recognize differences in direction, distance, and location without assistance.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p>

Week	Title	Standards Covered
		<p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC4.4a The child will be able to describe an object's position and movement and explore these properties.</p> <p>CD-SC4.4b The child will be able to categorize and describe different types or speeds of motion and investigate these categories.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p> <p>CD-SS3.4a The child will be able to represent their own home, school, and community through simple creations.</p>

Week	Title	Standards Covered
		<p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p> <p>CD-CP3 The child will demonstrate the skills needed to tackle new problems.</p>
23	Symbols of Unity	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p>

Week	Title	Standards Covered
		<p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-MA4 The child will have the ability to manipulate patterns by sorting, ordering, classifying, and creating patterns.</p> <p>CD-MA4.4a The child will independently sort a group of objects according to a specific characteristic and be able to describe their criteria.</p> <p>CD-MA4.4b The child will take groups of objects and be able to sort and classify them according to their attributes or relationships.</p> <p>CD-MA4.4c The child will be able to create their own simple, repeating patterns and be able to extend them.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p>
Unit 6: Changes		
24	Look, Explore, Learn	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p>

Week	Title	Standards Covered
		<p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4a The child will demonstrate an understanding of more complex vocabulary when participating in everyday conversations.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p>

Week	Title	Standards Covered
		<p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1 The child will be capable of scientific inquiry using investigation skills.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC2.4a The child will have an understanding of water, and be able to describe its properties. This includes other states of water.</p> <p>CD-CP2.4d The child will be able to form predictions, as well as be able to check and verify them.</p>
25	Solving Problems	<p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4c The child will have confidence in a variety of abilities. The child will be able to take on and succeed in new tasks.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p>

Week	Title	Standards Covered
		<p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4c The child will be able to utilize inventiveness, imagination, and creativity when solving a problem.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p>

Week	Title	Standards Covered
		<p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1 The child will be capable of scientific inquiry using investigation skills.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p> <p>CD-CP1 The child will understand the concept of cause and effect.</p> <p>CD-CP1.4c The child will be able to use facts and evidence to come to conclusions.</p> <p>CD-CP2.4d The child will be able to form predictions, as well as be able to check and verify them.</p> <p>CD-CP3 The child will demonstrate the skills needed to tackle new problems.</p> <p>CD-CP3.4a The child will take objects and materials and be able to make statements and answer questions about how they can be used to solve problems.</p> <p>CD-CP3.4b The child will tackle problems through the use of new and familiar strategies.</p> <p>CD-CP3.4c The child will determine and evaluate possible solutions prior to attempting to solve a problem through adult guidance and questioning.</p>
26	A World of Things	<p>PDM4.4b The child will disassemble objects and creatively assemble the parts into new structures.</p>

Week	Title	Standards Covered
		<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p>

Week	Title	Standards Covered
		<p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC3.4b The child will be able to distinguish between living and non-living things.</p> <p>CD-SC4 The child will demonstrate a sufficient understanding of physical science.</p> <p>CD-SC4.4c The child will use physical properties and states of matter to describe different materials.</p> <p>CD-CR2.4a The child will engage in self-expression and individual creativity through the use of materials to create original works.</p> <p>CD-CP1.4c The child will be able to use facts and evidence to come to conclusions.</p>
27	Forces and Motion	<p>PDM5.4b The child will display development in coordination and balance skills by participating in various activities.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p>

Week	Title	Standards Covered
		<p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p>

Week	Title	Standards Covered
		<p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC4 The child will demonstrate a sufficient understanding of physical science.</p> <p>CD-SC4.4a The child will be able to describe an object's position and movement and explore these properties.</p> <p>CD-SC4.4b The child will be able to categorize and describe different types or speeds of motion and investigate these categories.</p> <p>CD-SC4.4d The child will enhance directed play through the use of classroom objects as simple machines.</p> <p>CD-CP1.4c The child will be able to use facts and evidence to come to conclusions.</p>
28	Life Cycles	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themself.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p>

Week	Title	Standards Covered
		<p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p>

Week	Title	Standards Covered
		<p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC3.4b The child will be able to distinguish between living and non-living things.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p>
29	Springtime	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p>

Week	Title	Standards Covered
		<p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC2.4a The child will have an understanding of water, and be able to describe its properties. This includes other states of water.</p> <p>CD-SC2.4b The child will explore the properties of rocks, soil, and mud to begin developing their understanding of these materials.</p> <p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SC2.4d The child will be able to discuss climate and changes in the weather by using appropriate vocabulary.</p>

Week	Title	Standards Covered
		<p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SC5.4a The child will understand that the environment is often negatively affected by human activity. They will participate in efforts to protect the environment.</p> <p>CD-CP1.4c The child will be able to use facts and evidence to come to conclusions.</p>
Unit 7: Choices		
30	Making, Buying, and Selling	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4d The child will be capable of independence, and make their own choices.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4a The child will willingly join peers in sustained cooperative play and learning to complete a task.</p>

Week	Title	Standards Covered
		<p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4 The child will have an awareness of how economics operates in their community.</p> <p>CD-SS4.4b The child will be able to explain the responsibilities and roles performed by a variety of occupations.</p> <p>CD-SS4.4c The child will describe how people engage in economic activity with each other. The child will explain how goods and services are exchanged.</p>

Week	Title	Standards Covered
		<p>CD-SS5.4a The child will accurately recognize and recount a sequence of events accurately.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p>
31	Jobs and Money	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p>

Week	Title	Standards Covered
		<p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS4 The child will have an awareness of how economics operates in their community.</p> <p>CD-SS4.4a The child will be able to perform and complete jobs that are beneficial to their community and communicate the importance of contributing labor to their community.</p> <p>CD-SS4.4b The child will be able to explain the responsibilities and roles performed by a variety of occupations.</p> <p>CD-SS4.4c The child will describe how people engage in economic activity with each other. The child will explain how goods and services are exchanged.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p>
32	Farms and Food Sources	<p>PDM4.4a The child will be able to distinguish between a mixture of sights, smells, sounds, textures, and tastes, and be able to identify each one.</p> <p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p>

Week	Title	Standards Covered
		<p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p>

Week	Title	Standards Covered
		<p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CLL9.4b The child will understand how to use writing tools.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC2.4a The child will have an understanding of water, and be able to describe its properties. This includes other states of water.</p> <p>CD-SC2.4b The child will explore the properties of rocks, soil, and mud to begin developing their understanding of these materials.</p> <p>CD-SS3.4a The child will be able to represent their own home, school, and community through simple creations.</p> <p>CD-SS4.4c The child will describe how people engage in economic activity with each other. The child will explain how goods and services are exchanged.</p> <p>CD-SS4.4d The child will understand how technology is used in their environment and explore its uses.</p>
Unit 8: Life All Around Us		
33	Habitats	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p>

Week	Title	Standards Covered
		<p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>APL5.4d The child will consider different possible solutions. They will demonstrate flexibility if an alternate solution is suggested by a peer or adult.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p>

Week	Title	Standards Covered
		<p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC3.4b The child will be able to distinguish between living and non-living things.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p> <p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SC5.4a The child will understand that the environment is often negatively affected by human activity. They will participate in efforts to protect the environment.</p> <p>CD-SS3 The child will understand an awareness of the geography that defines their community.</p>
34	Awesome Animals	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p>

Week	Title	Standards Covered
		<p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p> <p>CD-SC3.4a The child will develop knowledge of a variety of animals. They will observe and explore different species of animals. They will understand and describe the basic needs and life cycles of living things.</p> <p>CD-SC3.4c The child will identify different parts of the body and what their functions are.</p>

Week	Title	Standards Covered
		<p>CD-SC5 The child will display respect for their environment and display a desire to protect it.</p> <p>CD-SC5.4a The child will understand that the environment is often negatively affected by human activity. They will participate in efforts to protect the environment.</p>
35	Patterns	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p> <p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p>

Week	Title	Standards Covered
		<p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SC1.4a The child will be able to observe, classify, and learn about objects and environments by using their senses.</p> <p>CD-SC1.4b The child will be able to experiment, observe, and increase their understanding through the use of simple tools.</p> <p>CD-SC1.4c The child will be able to record their observation by dictating to an adult, drawing pictures, or another form of writing.</p> <p>CD-SC1.4d The child will be able to formulate hypotheses related to scientific properties and conduct experiments to test these hypotheses.</p> <p>CD-SC2 The child will have an understanding of how the dynamics of the earth and sky operate.</p> <p>CD-SC2.4c The child will observe the characteristics, movement, and seasonal changes of the sun, moon, stars, and clouds and be able to form simple observations. They will be able to compare the cycles of day and night.</p> <p>CD-SC2.4d The child will be able to discuss climate and changes in the weather by using appropriate vocabulary.</p> <p>CD-SC3 The child will develop a knowledge of living things and their environment and demonstrate their knowledge.</p>

Week	Title	Standards Covered
		<p>CD-SS5.4a The child will accurately recognize and recount a sequence of events accurately.</p> <p>CD-CP1.4c The child will be able to use facts and evidence to come to conclusions.</p> <p>CD-CP2.4d The child will be able to form predictions, as well as be able to check and verify them.</p>
36	What's Next?	<p>PDM6.4c The child will be capable of accomplishing complex fine motor tasks successfully 50% of the time.</p> <p>SED1.4b The child will have the ability to identify their own personal characteristics, their preferences, and recognize their thoughts and feelings.</p> <p>SED3 The child will display a development of self-control.</p> <p>SED3.4d The child will be able to manage transitions and be able to independently adapt to changes in their schedules and routines.</p> <p>SED4.4a The child will be able to transition to new and unfamiliar settings well.</p> <p>APL1.4a The child will independently learn new concepts, try new experiences, and complete new tasks by themselves.</p> <p>APL1.4b The child will select from a wide variety of activities and carry them out without the prompting of an adult.</p> <p>APL2.4a The child will demonstrate an eagerness to learn about new topics, ideas, and tasks, and be able to discuss them.</p> <p>APL2.4b The child will ask questions and obtain new information. The child will look for new information with assistance, and have a desire to know more.</p> <p>APL2.4c The child will, with increasing frequency, seek out and explore unfamiliar objects in their environment.</p> <p>APL3.4c The child will collaborate with others in order to achieve a goal or accomplish a task.</p> <p>APL3.4d The child will persist in accomplishing a task even after previous failures.</p> <p>CLL1 The child will be able to follow conversations and understand what is being discussed.</p> <p>CLL1.4a The child will be able to listen and participate in conversations and group discussion for an extended period while staying on topic.</p>

Week	Title	Standards Covered
		<p>CLL1.4b The child will be able to comprehend and follow instructions involving multiple steps.</p> <p>CLL2 The child will be able to acquire new vocabulary from conversations, activities, stories, and books.</p> <p>CLL2.4b The child will be able to connect vocabulary that was newly acquired through activities, stories, and/or books with their prior experiences and conversations.</p> <p>CLL3.4a The child will be able to employ complex gestures and actions in order to emphasize verbal communication when communicating needs and wants.</p> <p>CLL5.4c The child will be able to engage in discussion about a book or story being read aloud. They will also be able to identify the characters and the setting in a story.</p> <p>CLL8 The child will display understanding of print concepts.</p> <p>CLL8.4a The child will have an interest in a variety of literature. They will be able to enjoy fiction, non-fiction, and poetry, on many different topics.</p> <p>CLL8.4c The child will be able to follow words from left to right, read from the top of the page to the bottom, and read from one page to another, when given prompting and support.</p> <p>CLL8.4d The child will be able to recognize and read print that appears in their environment.</p> <p>CLL8.4e The child will be able to identify where on a book is the front, back, top, and bottom. They will be able to point to the titles of familiar books or stories. They will know where to begin reading a story.</p> <p>CLL9.4a The child will be able to communicate by drawing pictures and copying letters and/or numbers.</p> <p>CD-SS1 The child will have an understanding of the concept of family and their own family. The child will develop an emerging awareness of their own culture and ethnicity.</p> <p>CD-SS1.4b The child will be able to describe how they are similar to and different from others.</p> <p>CD-SS2 The child will develop an understanding of their own community. The child will develop an emerging awareness of other cultures and ethnicities that are not their own.</p> <p>CD-SS2.4a The child will understand what the rules of the classroom are and follow them. The child will competently engage in appropriate social behavior.</p>

Week	Title	Standards Covered
		<p>CD-SS2.4c The child will be able to compare their culture to other cultures and understand how they are similar and different.</p> <p>CD-SS3.4b The child will be able to describe their community with different characteristics.</p> <p>CD-SS4.4a The child will be able to perform and complete jobs that are beneficial to their community and communicate the importance of contributing labor to their community.</p> <p>CD-SS5 The child will understand how events are sequenced in the passage of time.</p> <p>CD-SS5.4b The child will know how to distinguish between the past, the present, and the future.</p>

Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	The Year Ahead	What Will I Learn in Kindergarten?
Unit 2: The People in Our Neighborhood		
2	I Am a Member of a Community	SSKCG1 Understand the responsibilities of good citizenship.
3	What Are Rules?	SSKCG1 Understand the responsibilities of good citizenship. a. Explain where rules come from and how they're made. b. Explain why it's important to follow rules.
4	Jobs	SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated. SSKE1 Describe different jobs people can do. This can include teachers, fire fighters, doctors, farmers, mail carriers, soldiers, and police officers. SSKE2 Explain that people earn money by working at jobs. SSKE3 Explain how people can get the goods and services they need and want by using money.
5	Calendars	SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated. SSKH3 Accurately use words related to chronology in conversations about historical events and figures. c. Understand the meaning of, and accurately use the words "today," "tomorrow," and "yesterday." e. Understand the meaning of, and accurately use the words "day," "week," "month," and "year." Informational Processing Skill #2 arrange items in chronological order.
6	Words About Time	SSKH3 Accurately use words related to chronology in conversations about historical events and figures. a. Understand the meaning of, and accurately use the words "now" and "long ago." b. Understand the meaning of, and accurately use the words "before" and "after." c. Understand the meaning of, and accurately use the words "today," "tomorrow," and "yesterday." d. Understand the meaning of, and accurately use the words "first," "last," and "next." f. Understand the meaning of, and accurately use the words "past," "present," and "future."

Week	Title	Standards Covered
Unit 3: Where in the World Are We?		
7	Changes Over Time	<p>SSKH3 Accurately use words related to chronology in conversations about historical events and figures.</p> <p>f. Understand the meaning of, and accurately use the words “past,” “present,” and “future.”</p> <p>Informational Processing Skill #1 compare what is the same and what is different.</p> <p>Informational Processing Skill #2 arrange items in chronological order.</p>
8	History	<p>SSKH2 Recognize the following symbols specific to America.</p> <p>e. Identify the Statue of Liberty.</p>
9	Life Long Ago and Today	<p>SSKH3 Accurately use words related to chronology in conversations about historical events and figures.</p> <p>a. Understand the meaning of, and accurately use the words “now” and “long ago.”</p> <p>Informational Processing Skill #1 compare what is the same and what is different.</p>
10	Map Skills	<p>SSKG2 Explain how a map is a visual representation of a location and a globe is a physical model of the Earth.</p> <p>b. Understand that when viewing a map or globe, the perspective is from above, looking down at the location.</p> <p>c. Understand that maps and globes show features at a reduced scale.</p> <p>Map and Globe Skill #1 understand and apply the use cardinal directions with a compass rose</p>
11	My Place on the Map	<p>SSKG3 Accurately state where the student lives in the format of street address, city, state, and country.</p>
12	Physical Characteristics of a Place	<p>SSKG2 Explain how a map is a visual representation of a location and a globe is a physical model of the Earth.</p> <p>a. Understand the difference between land and water features when looking at simple maps and globes.</p>
Unit 4: Celebrating Our Differences		
13	Culture	<p>SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated.</p> <p>SSKG1 Explain the customs and celebrations of various communities and families to understand the diversity of American culture.</p>

Week	Title	Standards Covered
14	Holidays Around the World	SSKG1 Explain the customs and celebrations of various communities and families to understand the diversity of American culture.
15	National Holidays	SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated. <ul style="list-style-type: none"> a. Explain why people celebrate Christmas and how people celebrate it. h. Explain why people celebrate New Year's Day and how people celebrate it. j. Explain why people celebrate Thanksgiving Day and how people celebrate it. k. Explain why people celebrate Veterans Day and how people celebrate it.
16	Needs and Wants	SSKE4 Explain that because resources are limited, people can't have everything they want. They need to make choices about what they want most.
Unit 5: Being a Good American		
17	Learning and Working Together	SSKCG1 Understand the responsibilities of good citizenship. SSKCG2 Explain traits that are shared by good citizens. These should include honesty, patriotism, courtesy, respect, pride, and self-control. SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated. <ul style="list-style-type: none"> f. Explain why people celebrate Martin Luther King Jr. Day and how people celebrate it. Information Processing Skill #3 understand how to identify a problem and provide solutions
18	Citizen	SSKCG1 Understand the responsibilities of good citizenship.
19	Characteristics of Responsible Citizens	SSKCG1 Understand the responsibilities of good citizenship. SSKCG2 Explain traits that are shared by good citizens. These should include honesty, patriotism, courtesy, respect, pride, and self-control.
20	Human Characteristics of a Place	
21	Transportation Over Time	Information Processing Skill #1 compare what is the same and what is different.



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Week	Title	Standards Covered
Unit 6: Becoming a Leader		
22	Government	SSKCG1 Understand the responsibilities of good citizenship.
23	Important Documents	<p>SSKG3 Accurately state where the student lives in the format of street address, city, state, and country.</p> <p>SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated.</p> <p>i. Explain why people celebrate Presidents' Day and how people celebrate it.</p>
24	National Symbols	<p>SSKH2 Recognize the following symbols specific to America.</p> <p>d. Identify the bald eagle, the national bird.</p> <p>e. Identify the Statue of Liberty.</p> <p>f. Identify the Lincoln Memorial and explain how it's related to President Abraham Lincoln and Presidents' Day.</p> <p>g. Identify the Washington Monument and explain how it's related to President George Washington and Presidents' Day.</p> <p>h. Identify the White House and how it's related to Presidents' Day and the current president.</p>
25	Authority Figures	<p>SSKCG1 Understand the responsibilities of good citizenship.</p> <p>a. Explain where rules come from and how they're made.</p>
26	What Are Laws?	<p>SSKCG1 Understand the responsibilities of good citizenship.</p> <p>b. Explain why it's important to follow rules.</p>
Unit 7: You're a Grand Old Flag		
27	Patriotism	<p>SSKH2 Recognize the following symbols specific to America.</p> <p>a. Identify the flag of the United States and the flag of Georgia.</p> <p>b. Identify the Pledge of Allegiance.</p> <p>c. Identify the anthem of the United States, "The Star-Spangled Banner."</p> <p>SSKCG2 Explain traits that are shared by good citizens. These should include honesty, patriotism, courtesy, respect, pride, and self-control.</p>
28	Georgia State Symbols	<p>SSKH2 Recognize the following symbols specific to America.</p> <p>a. Identify the flag of the United States and the flag of Georgia.</p>
29	Economics	<p>SSKE3 Explain how people can get the goods and services they need and want by using money.</p> <p>a. Understand the difference between a good and a service.</p>



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Week	Title	Standards Covered
30	Spending and Saving	SSKE3 Explain how people can get the goods and services they need and want by using money. b. Understand that the currency used by the United States are metal coins and paper dollar bills.
31	Economic Choices	SSKE2 Explain that people earn money by working at jobs.
32	Patriotic Holidays	SSKH1 Identify holidays celebrated in the United States. Describe the people involved and/or how these events are celebrated. c. Explain why people celebrate Independence Day and how people celebrate it. d. Explain why people celebrate Juneteenth and how people celebrate it. g. Explain why people celebrate Memorial Day and how people celebrate it.



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Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	The Year Ahead	
Unit 2: Our National Heritage		
2	Calendars	Information Processing Skill #2 arrange items in chronological order.
3	Community	
4	Rules and Laws	Information Processing Skill #2 arrange items in chronological order.
5	Patriotism	SS1CG2 Understand the concept of patriotism by analyzing the lyrics of patriotic songs, such as "America (My Country 'Tis of Thee)" and "America the Beautiful."
6	National Patriotic Symbols	SS1CG2 Understand the concept of patriotism by analyzing the lyrics of patriotic songs, such as "America (My Country 'Tis of Thee)" and "America the Beautiful."
7	National Patriotic Holidays	SS1CG2 Understand the concept of patriotism by analyzing the lyrics of patriotic songs, such as "America (My Country 'Tis of Thee)" and "America the Beautiful."
Unit 3: A Changing Country		
8	Changes Over Time	Information Processing Skill #1 compare what is the same and what is different. Information Processing Skill #2 arrange items in chronological order. Information Processing Skill #7 understand the information from timelines, charts, and tables.
9	History	Information Processing Skill #4 understand the difference between a fact and an opinion Information Processing Skill #6 find and utilize both primary and secondary sources.
10	Life Long Ago and Today	Information Processing Skill #1 compare what is the same and what is different. Information Processing Skill #6 find and utilize both primary and secondary sources.



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Week	Title	Standards Covered
11	Founders	
12	The Colonies	<p>SS1H1 Explore the lives of important figures in America’s history. Describe their stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.a Describe the founding and histories of the American colonies, as well as the historical figures that contributed to their independence (such as Benjamin Franklin and Thomas Jefferson).</p> <p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Map and Globe Skill #7 utilize a map to explain how geography has influenced past and present events</p>
13	Exploring the West	<p>SS1H1 Explore the lives of important figures in America’s history. Describe their stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their</p>



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Week	Title	Standards Covered
		<p>food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.b Describe the history of the exploration and settling of the American frontier, as well as the historical figures who contributed to the effort (such as Lewis and Clark and Sacagawea).</p> <p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Map and Globe Skill #7 utilize a map to explain how geography has influenced past and present events.</p> <p>Information Processing Skill #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p>
14	Ruby Bridges Changes Schools	<p>SS1H1 Explore the lives of important figures in America's history. Describe their stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.d Describe the history of the Southern U.S. states and the historical figures who contributed to their development (such as George Washington Carver and Ruby Bridges).</p>



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Week	Title	Standards Covered
		<p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Map and Globe Skill #7 utilize a map to explain how geography has influenced past and present events.</p> <p>Information Processing Skill #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p>
Unit 4: Inventors in the United States		
15	Citizens	
16	Characteristics of Responsible Citizens	Information Processing Skill #3 understand how to identify a problem and provide solutions
17	Inventors	Information Processing Skill #3 understand how to identify a problem and provide solutions
18	Communication Over Time	Information Processing Skill #1 compare what is the same and what is different.
19	Benjamin Franklin: The Inventor	<p>SS1H1 Explore the lives of important figures in America's history. Describe their stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.a Describe the founding and histories of the American colonies, as well as the historical figures that contributed to their independence (such as Benjamin Franklin and Thomas Jefferson).</p>



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Week	Title	Standards Covered
		<p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Information Processing Skill #6 find and utilize both primary and secondary sources.</p>
20	George Washington Carver: The Scientist	<p>SS1H1 Explore the lives of important figures in America's history. Describe their stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.d Describe the history of the Southern U.S. states and the historical figures who contributed to their development (such as George Washington Carver and Ruby Bridges).</p> <p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Information Processing Skill #3 understand how to identify a problem and provide solutions</p> <p>Information Processing Skill #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p>
Unit 5: Community Helpers		
21	Preserving the Environment	<p>SS1H1 Explore the lives of important figures in America's history. Describe their</p>



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Week	Title	Standards Covered
		<p>stories and accomplishments.</p> <p>SS1H1.a Describe how these historical figures made their contributions to America: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (writer of the Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>SS1H1.b Explain how the lives of these historical figures were similar to ours today, and how they are different (for example, compare how they got their food, what they wore, what kinds of homes they lived in, what transportation they took, how long-distance communication worked, and what they did for fun).</p> <p>SS1G1 Explain how each historic figure mentioned in SS1H1A was influenced by the time period they were born in, as well as where they lived.</p> <p>SS1G1.c Describe the founding and history of the National Parks program, as well as the historical figures who contributed to it (such as Theodore Roosevelt).</p> <p>SS1CG1 Explain how the historical figures in SS1H1.a serve as examples of positive human qualities, such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>Information Processing Skill #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p>
22	Needs and Wants	SS1E1 Identify the goods people may produce and offer or the services that people will provide to trade for other goods or services.
23	Economics	SS1E1 Identify the goods people may produce and offer or the services that people will provide to trade for other goods or services.
24	Economic Choices	SS1E2 Explain that when a population's wants exceed what resources are available, that causes scarcity.
25	Jobs	<p>SS1E1 Identify the goods people may produce and offer or the services that people will provide to trade for other goods or services.</p> <p>SS1E3 Explain how people take two roles in an economy: that they are both</p>



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Week	Title	Standards Covered
		producers and consumers.
26	Spending and Saving	SS1E4 Explain that in order to earn an income, people need to perform work. Also explain that people need to make choices about what money they save and what they spend.
Unit 6: We are Alike, We are Different		
27	Map Skills	Map and Globe Skills #1 understand and apply the use cardinal directions with a compass rose Map and Globe Skills #2 understand and apply the use of intermediate directions
28	Location	SS1G2 On a simple map or a globe, identify and locate your own city, county, state, nation (country), and continent.
29	Physical Characteristics of a Place	SS1G3 Be able to locate and identify significant topographical features of the Earth's surface. SS1G3.a On a map of the world, locate and identify all continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. SS1G3.b On a map of the world, locate and identify all major oceans: Arctic, Atlantic, Pacific, Southern, and Indian. SS1G3.c Understand what defines the various landforms that make up the Earth's surface (mountains, deserts, valleys, and coasts) and be able to identify such features.
30	Human Characteristics of a Place	
31	My Place in the World	SS1G2 On a simple map or a globe, identify and locate your own city, county, state, nation (country), and continent.
32	Culture	



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Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	Themes of Social Studies	Connecting Themes: Themes of Social Studies
2	Sources	<p>Information Processing Skills #4 understand the difference between a fact and an opinion</p> <p>Information Processing Skills #6 find and utilize both primary and secondary sources.</p> <p>Information Processing Skills #8 find social studies reference materials for a particular purpose.</p> <p>Information Processing Skills #10 examine and understand artifacts</p>
3	Timelines	<p>Information Processing Skills #2 arrange items in chronological order.</p> <p>Information Processing Skills #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p> <p>Information Processing Skills #7 understand the information from timelines, charts, and tables.</p> <p>Information Processing Skills #8 find social studies reference materials for a particular purpose.</p> <p>Information Processing Skills #9 create charts and tables</p>
Unit 2: Our Georgia		
4	Rules and Laws	<p>SS2CG1 Explain what a government is and why rules and laws are necessary.</p> <p>Information Processing Skills #9 create charts and tables</p>
5	The Purpose of Government	<p>SS2CG1 Explain what a government is and why rules and laws are necessary.</p> <p>Information Processing Skills #9 create charts and tables</p>
6	The Structure of the National Government	<p>SS2CG2 Identify the following elected officials who are part of the executive branch. Explain where they work and what they do.</p> <p>a. Explain who the president is. Describe their job and where they work.</p>



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Week	Title	Standards Covered
7	The Structure of American Indian, State, and Local Government	<p>SS2CG2 Identify the following elected officials who are part of the executive branch. Explain where they work and what they do.</p> <p>b. Explain who the governor of Georgia is. Describe their job and where they work.</p> <p>c. Explain who the mayor is. Describe their job and where they work.</p> <p>Informational Processing Skill #8 find social studies reference materials for a particular purpose.</p>
8	Location	<p>Map and Globe Skills #1 understand and apply the use cardinal directions with a compass rose</p> <p>Map and Globe Skills #2 understand and apply the use of intermediate directions</p> <p>Map and Globe Skills #3 find a specific position using a letter or number grid system</p>
9	Maps of Georgia	<p>SS2G1 On a map, find and compare major geographical features of Georgia. Describe how these features define the surface of Georgia.</p> <p>b. On a map, find the major rivers of Georgia: the Savannah, Flint, and Chattahoochee.</p> <p>Informational Processing Skill #1 compare what is the same and what is different.</p> <p>Informational Processing Skill #6 find and utilize both primary and secondary sources.</p> <p>Informational Processing Skill #10 examine and understand artifacts</p> <p>Map and Globe Skills #1 understand and apply the use cardinal directions with a compass rose</p> <p>Map and Globe Skills #2 understand and apply the use of intermediate directions</p> <p>Map and Globe Skills #4 compare and contrast cultural, political and natural features depicted on different maps</p> <p>Map and Globe Skills #6 utilize map keys or legends to gather information from different kinds of maps (i.e. historical, physical, political, resource, product, and economic)</p>



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Week	Title	Standards Covered
10	Regions of Georgia	<p>SS2G1 On a map, find and compare major geographical features of Georgia. Describe how these features define the surface of Georgia.</p> <ul style="list-style-type: none"> a. On a map, locate the geographical regions of Georgia: the Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. Describe their similarities. b. On a map, find the major rivers of Georgia: the Savannah, Flint, and Chattahoochee. <p>Informational Processing Skill #1 compare what is the same and what is different.</p> <p>Map and Globe Skills #1 understand and apply the use cardinal directions with a compass rose</p> <p>Map and Globe Skills #2 understand and apply the use of intermediate directions</p>
Unit 3: Georgia's First People		
11	Humans and the Environment	Informational Processing Skill #9 create charts and tables
12	Culture	Informational Processing Skill #9 create charts and tables
13	The Creek Nation	<p>SS2H2 Explain the cultures of the Georgia Creek and Cherokee peoples. Explain how they lived in the past, describing their tools, clothing, homes, ways of making a living, and accomplishments.</p> <ul style="list-style-type: none"> a. Compare and contrast how the Georgia Creek and Cherokee lived in the past to how Georgians live today. <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <ul style="list-style-type: none"> a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee. b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them. c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives. d. Describe the regions where the Creek and Cherokee lived. Explain how those people were able to use the resources found in those regions.



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Week	Title	Standards Covered
14	The Cherokee Nation	<p>SS2H2 Explain the cultures of the Georgia Creek and Cherokee peoples. Explain how they lived in the past, describing their tools, clothing, homes, ways of making a living, and accomplishments.</p> <ul style="list-style-type: none"> a. Compare and contrast how the Georgia Creek and Cherokee lived in the past to how Georgians live today. <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <ul style="list-style-type: none"> a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee. b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them. c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives. d. Describe the regions where the Creek and Cherokee lived. Explain how those people were able to use the resources found in those regions.
15	Sequoyah	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <ul style="list-style-type: none"> b. Describe the life of Sequoyah and how he contributed by developing the Cherokee alphabet. <p>SS2H2 Explain the cultures of the Georgia Creek and Cherokee peoples. Explain how they lived in the past, describing their tools, clothing, homes, ways of making a living, and accomplishments.</p> <ul style="list-style-type: none"> a. Compare and contrast how the Georgia Creek and Cherokee lived in the past to how Georgians live today. <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <ul style="list-style-type: none"> a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee. b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them. c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.



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Week	Title	Standards Covered
		<p>d. Describe the regions where the Creek and Cherokee lived. Explain how those people were able to use the resources found in those regions.</p> <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p> <p>Information Processing Skill #10 examine and understand artifacts</p> <p>Map and Globe Skills #7 utilize a map to explain how geography has influenced past and present events</p>
16	Yesterday and Today	<p>SS2H2 Explain the cultures of the Georgia Creek and Cherokee peoples. Explain how they lived in the past, describing their tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>a. Compare and contrast how the Georgia Creek and Cherokee lived in the past to how Georgians live today.</p> <p>Informational Processing Skill #1 compare what is the same and what is different.</p> <p>Informational Processing Skill #2 arrange items in chronological order.</p> <p>Informational Processing Skill #6 find and utilize both primary and secondary sources.</p> <p>Informational Processing Skill #10 examine and understand artifacts</p> <p>Map and Globe Skills #7 utilize a map to explain how geography has influenced past and present events.</p>
17	Economic Principles	<p>SS2E1 Explain that because resources are limited, people need to decide how best to use them by considering opportunity costs.</p>
Unit 4: Georgia Becomes a Colony		
18	Physical Features of Place	
19	Georgia, A New Colony	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <p>a. Describe the lives and contributions of James Oglethorpe, Tomochichi, and Mary Musgrove to the founding of Georgia.</p>



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Week	Title	Standards Covered
		<p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <ul style="list-style-type: none"> a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee. b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them. c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives. <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p> <p>Map and Globe Skills #7 utilize a map to explain how geography has influenced past and present events.</p>
20	Mary Musgrove	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <ul style="list-style-type: none"> a. Describe the lives and contributions of James Oglethorpe, Tomochichi, and Mary Musgrove to the founding of Georgia. <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <ul style="list-style-type: none"> a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee. b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them. c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives. <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>



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Week	Title	Standards Covered
21	Economics	<p>SS2E2 Identify in what ways goods and services are allocated. Include examples, such as price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.</p> <p>SS2E4 Describe the personal saving and spending choices that come with costs and benefits.</p>
22	Producers and Consumers	
23	Money	<p>SS2E3 Explain how money is the preferred way to obtain goods and services. Explain how using money makes trade easier than by bartering.</p>
Unit 5: Georgians and Civil Rights		
24	Principles of Democracy	<p>Informational Processing Skills #3 understand how to identify a problem and provide solutions</p>
25	Changing America	<p>Informational Processing Skills #3 understand how to identify a problem and provide solutions</p> <p>Informational Processing Skills #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.</p>
26	Martin Luther King Jr.	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <p>d. Describe the life of Martin Luther King Jr. and how he contributed to the cause of civil rights.</p> <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <p>a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee.</p> <p>b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them.</p> <p>c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.</p> <p>Informational Processing Skills #3 understand how to identify a problem and provide solutions</p>



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Week	Title	Standards Covered
		Informational Processing Skills #5 in a social studies frame, recognize the main idea, details, sequence of events, and cause and effect.
27	Jackie Robinson	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <p>c. Describe the life of Jackie Robinson and how he contributed to sportsmanship and civil rights.</p> <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <p>a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee.</p> <p>b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them.</p> <p>c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.</p> <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
Unit 6: Georgia Leaders		
28	Memorials and Monuments	
29	Citizenship	
30	Juliette Gordon Low	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <p>e. Describe the life of Juliette Gordon Low and how she contributed by starting the Girl Scouts and showing leadership.</p> <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <p>a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee.</p> <p>b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them.</p>



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Week	Title	Standards Covered
		<p>c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.</p> <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
31	Jimmy Carter	<p>SS2H1 Describe the lives of important figures in Georgia's history and how they contributed.</p> <p>f. Describe the life of Jimmy Carter and how he contributed by displaying leadership and advancing human rights.</p> <p>SS2G2 Consider the historical figures discussed in SS2H1 and Indigenous groups in SS2H2. Describe the cultural and geographic systems associated with each.</p> <p>a. On map, locate and identify specific locations important to historical figures, as well as the Creek and Cherokee.</p> <p>b. Describe how historical figures, as well as the Creek and Cherokee, adapted to live in and were influenced by the environments related to them.</p> <p>c. Explain how the lives of important historical figures were affected by the regions they lived in. Compare this to how the regions students live in affect their lives.</p> <p>SS2CG3 Explain how the historical figures discussed in SS2H1 were role models in positive traits, such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
32	Economic Choices	<p>SS2E4 Describe the personal saving and spending choices that come with costs and benefits.</p> <p>Informational Processing Skills #7 understand the information from timelines, charts, and tables.</p> <p>Informational Processing Skills #9 create charts and tables</p>



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Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	Time, Change, and Continuity	
2	Culture and Government	
3	Geography and Economics	
Unit 2: United States Geography		
4	Thinking Like a Geographer	
5	Map Skills	SS3G2 On a globe of the world, locate the Equator, the Prime Meridian, and lines of latitude and longitude. Explain what they represent.
6	Place: Physical Features	SS3G1 On a map, find the locations of major physical features of the United States. <ul style="list-style-type: none"> a. On a map, locate the major rivers of the United States, including the Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence Rivers. b. On a map, locate the major mountain ranges that make up the United States, including the Appalachian and Rocky Mountains.
7	Migration	SS3G3 Describe how human systems are affected by how physical systems operate.
Unit 3: American Indians Past and Present		
8	American Indians of the Southeast	SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like. <ul style="list-style-type: none"> a. Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. SS3G3 Describe how human systems are affected by how physical systems operate. <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.

Week	Title	Standards Covered
9	American Indians of the Northeast	<p>SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.</p> <ul style="list-style-type: none"> a. Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.
10	American Indians of the Plains	<p>SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.</p> <ul style="list-style-type: none"> a. Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.
11	American Indians of the Southwest	<p>SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.</p> <ul style="list-style-type: none"> a. Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.

Week	Title	Standards Covered
12	American Indians of the Northwest	<p>SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for. Explain why some groups established permanent villages while others were nomadic. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.
13	American Indians of the Arctic	<p>SS3H1 Describe how the early Indigenous people of America lived, how they developed, and what their culture was like.</p> <ul style="list-style-type: none"> a. Locate the regions in America where the Indigenous people lived: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Examine how the Indigenous Americans living in each region lived similarly and differently. Explain how they used the unique environment to get food, clothing, and shelter. c. Explain how Indigenous culture contributed to American life through mediums such as art and literature. <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <ul style="list-style-type: none"> a. Explain why groups of Indigenous Americans occupied the regions they are known for and why some groups established permanent villages while others were nomadic.
Unit 4: Let's Go Exploring!		
14	Exploring the Americas	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <ul style="list-style-type: none"> a. Explain why people were interested in exploring North America, and what obstacles they had to overcome. b. Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France). c. European settlers were able to cooperate, as well as the conflicts.

Week	Title	Standards Covered
		<p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>b. Explain how early European explorers adapted to the new environments of America which they explored; and the consequences when they did not adapt.</p>
15	Spanish Exploration of the Americas	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <p>a. Explain why people were interested in exploring North America, and what obstacles they had to overcome.</p> <p>b. Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France).</p> <p>c. European settlers were able to cooperate, as well as the conflicts.</p> <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>b. Explain how early European explorers adapted to the new environments of America which they explored; and the consequences when they did not adapt.</p>
16	English Exploration of the Americas	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <p>a. Explain why people were interested in exploring North America, and what obstacles they had to overcome.</p> <p>b. Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France).</p> <p>c. European settlers were able to cooperate, as well as the conflicts.</p> <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>b. Explain how early European explorers adapted to the new environments of America which they explored; and the consequences when they did not adapt.</p>
17	French Exploration of the Americas	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <p>a. Explain why people were interested in exploring North America, and what obstacles they had to overcome.</p> <p>b. Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France).</p>

Week	Title	Standards Covered
		<p>c. European settlers were able to cooperate, as well as the conflicts.</p> <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>b. Explain how early European explorers adapted to the new environments of America which they explored; and the consequences when they did not adapt.</p>
18	Obstacles to European Exploration of the Americas	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <p>a. Explain why people were interested in exploring North America, and what obstacles they had to overcome.</p> <p>b. Explain the accomplishments of important figures in the exploration of America. Examples should include John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (the Netherlands), and Jacques Cartier (France).</p> <p>c. European settlers were able to cooperate, as well as the conflicts.</p> <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>b. Explain how early European explorers adapted to the new environments of America which they explored; and the consequences when they did not adapt.</p>
Unit 5: British Colonial America		
19	Coming to America	<p>SS3H2 Explain the goals of European explorers in North America, and their methods in exploration.</p> <p>c. European settlers were able to cooperate, as well as the conflicts.</p> <p>SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies.</p> <p>a. Explain how the colonies of New England, the Mid-Atlantic, and the South were founded for one of two reasons: religious freedom or profit.</p> <p>SS3G3 Describe how human systems are affected by how physical systems operate.</p> <p>c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.</p>
20	The New England Colonies	<p>SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies.</p> <p>a. Explain how the colonies of New England, the Mid-Atlantic, and the South were founded for one of two reasons: religious freedom or profit.</p>

Week	Title	Standards Covered
		SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
21	The Mid-Atlantic Colonies	SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies. a. Explain how the colonies of New England, the Mid-Atlantic, and the South were founded for one of two reasons: religious freedom or profit. SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
22	The Southern Colonies	SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies. a. Explain how the colonies of New England, the Mid-Atlantic, and the South were founded for one of two reasons: religious freedom or profit. SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
23	Life in the New England Colonies	SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies. c. Explain how life in colonial America was different for different groups of people, including large landowners, farmers, artisans, women, children, indentured servants, slaves, and Indigenous Americans. SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
24	Life in the Mid-Atlantic Colonies	SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies. b. Understand how people lived in the colonies of New England, the Mid-Atlantic, and the South. Explain how life was similar and different between these regions. c. Explain how life in colonial America was different for different groups of people, including large landowners, farmers, artisans, women, children, indentured servants, slaves, and Indigenous Americans.

Week	Title	Standards Covered
		SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
25	Life in the Southern Colonies	SS3H3 Explain the unique challenges and circumstances that faced British Colonial America, and how they shaped the young colonies. b. Understand how people lived in the colonies of New England, the Mid-Atlantic, and the South. Explain how life was similar and different between these regions. c. Explain how life in colonial America was different for different groups of people, including large landowners, farmers, artisans, women, children, indentured servants, slaves, and Indigenous Americans. SS3G3 Describe how human systems are affected by how physical systems operate. c. Explain how the economies of New England, the Mid-Atlantic, and the Southern colonies were shaped by physical geography.
Unit 6: American Government Basics		
26	The Purpose of Government	SS3CG1 Explain the defining characteristics of representative democracy/republic as it's practiced in the United States.
27	Government	SS3CG2 Explain why it's important for Americans to share certain central beliefs about democratic principles, both personal and civic. a. Explain why it's important to respect the rights of others and to uphold the common good.
28	National Government	SS3CG1 Explain the defining characteristics of representative democracy/republic as it's practiced in the United States. a. Explain the roles and functions of the three branches of the federal government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). c. Explain what each branch is responsible for. Explain how the executive branch is in charge of enforcing laws, the legislative branch makes laws, and the judicial branch determines if laws are fair.
29	State Government	SS3CG1 Explain the defining characteristics of representative democracy/republic as it's practiced in the United States. b. Explain the roles and functions of the three branches of Georgia's state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia). c. Explain what each branch is responsible for. Explain how the executive branch is in charge of enforcing laws, the legislative branch makes laws, and the judicial branch determines if laws are fair.

Week	Title	Standards Covered
30	We the People	SS3CG2 Explain why it's important for Americans to share certain central beliefs about democratic principles, both personal and civic. <ul style="list-style-type: none"> a. Explain why it's important to respect the rights of others and to uphold the common good. b. Explain why it's important for citizens to follow laws that are reasonable. Explain why citizens in a democratic society should participate in public (civic) life by participating in activities such as staying informed, voting, volunteering, and communicating with public officials.
31	Problem Solving	
Unit 7 : Economics		
32	Resources	SS3E1 Define the four types of productive resources, and give examples of each. <ul style="list-style-type: none"> a. Explain how land can be used productively and give examples. b. Explain how human labor is needed to convert raw resources into valuable goods and give examples of these goods. c. Define capital resources and explain how they are used in combination with labor to be more productive. d. Explain how entrepreneurs make educated guesses into what goods and services will be desired when deciding what businesses to start. Give examples of productive entrepreneurship.
33	Producers and Consumers	SS3E3 Explain interdependence and trade and give examples of each. Explain the benefits of voluntary exchange. <ul style="list-style-type: none"> a. Describe how consumers and producers rely on each other. b. Explain how price determines where goods and services are allocated in a marketplace. SS3E4 Explain that when you decide to save or spend money, the opportunity cost should be considered.
34	Community Interdependence	SS3E3 Explain interdependence and trade and give examples of each. Explain the benefits of voluntary exchange. <ul style="list-style-type: none"> c. Explain that some goods come from local sources, while others must be exported from elsewhere in the country, or even out of the country.
35	Money	SS3E3 Explain interdependence and trade and give examples of each. Explain the benefits of voluntary exchange. <ul style="list-style-type: none"> d. Explain how countries print their own currency that can be used in the country and abroad.
36	Government Services	SS3E2 Explain how certain types of goods and services are provided by the government for free in a market economy and how these are funded by taxes.



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Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	Government and Cultural Themes	
2	Geographic and Economic Themes	
3	Physical and Man-Made Characteristics: Part One	<p>SS4G1 On a map, locate important locations in the United States both man-made and natural.</p> <p>a. On a map, locate major physical features of the United States, including the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.</p> <p>b. On a map, locate major man-made locations in the United States, including New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p>
4	Physical and Man-Made Characteristics: Part Two	<p>SS4G1 On a map, locate important locations in the United States both man-made and natural.</p> <p>a. On a map, locate major physical features of the United States, including the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.</p> <p>b. On a map, locate major man-made locations in the United States including New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p>
Unit 2: Forming a New Nation		
5	Conflict and Compromise in North America	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>a. Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party.</p> <p>SS4E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.</p> <p>d. Explain how both buyers and sellers benefit from voluntary exchange.</p> <p>e. Explain how economic activity is stimulated by trade.</p>
6	Clash of the Empires	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>a. Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the</p>



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Week	Title	Standards Covered
		Daughters of Liberty, the Boston Massacre, and the Boston Tea Party.
7	Consequences of the French and Indian War	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>a. Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party</p> <p>b. Explain the influence certain key figures in history and groups had during the American Revolution, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p>
8	The Acts of Parliament	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>a. Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party</p>
9	The Actions of the Colonies	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>a. Explain the connection between events that led to the rise of the revolutionary movement in America, including the French and Indian War, the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party</p> <p>b. Explain the influence certain key figures in history and groups had during the American Revolution, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p> <p>SS4E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.</p> <p>a. Describe the relationship between opportunity cost and how decisions have been made across time.</p> <p>b. Explain how people’s choices on what crops to grow and what goods to produce are affected by price incentives.</p>
10	The Shot Heard ‘Round the World	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>b. Explain the influence certain key figures in history and groups had during the American Revolution including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p>



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Week	Title	Standards Covered
		<p>c. Explain important events of the American Revolution and the factors that led to America's victory. Include examples such as the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p> <p>a. Explain how both sides in the American Revolutionary War attempted to exploit the physical geography of each battle site to their advantage.</p>
11	Independence and Revolution: The Government	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>d. Explain the process of writing the Declaration of Independence. Consider elements such as who wrote it, how they wrote it, why it was necessary they write it, and how it was a response to grievances the writers had against Britain.</p> <p>SS4CG1 Explain the meaning of the following phrases and concepts:</p> <p>a. The rights naturally guaranteed to citizens found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).</p>
12	Independence and Revolution: The People	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>b. Explain the influence certain key figures in history and groups had during the American Revolution, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p>
13	Independence and Revolution: The Military	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>c. Explain important events of the American Revolution and the factors that led to America's victory. Include examples such as the Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p> <p>a. Explain how both sides in the American Revolutionary War attempted to exploit the physical geography of each battle site to their advantage.</p>
14	Outcomes of the American Revolution	<p>SS4H1 Explain the conditions and events that led to the start of the American Revolution and its outcome.</p> <p>c. Explain important events of the American Revolution and the factors that led to America's victory. Include examples such as the Battles of Lexington and Concord, Saratoga, and Yorktown.</p>



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Week	Title	Standards Covered
Unit 3: Challenges of a New Nation		
15	The Founders and Process	SS4H2 Explain the obstacles the writers of the Constitution went up against. <ul style="list-style-type: none"> a. Identify key figures in the Constitutional Convention, including figures such as James Madison, George Washington, and Benjamin Franklin. b. Understand the debates behind major issues discussed at the Constitutional Convention, including the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).
16	The Constitution	SS4CG1 Explain the meaning of the following phrases and concepts: <ul style="list-style-type: none"> b. From the Preamble to the U.S. Constitution, the phrase “We the People” to express consent of the governed or popular sovereignty. c. The structure of the U.S. government (federal, state, and shared powers). d. The concept of a representative democracy or republic.
17	Structures and Functions of Government	SS4CG1 Explain the meaning of the following phrases and concepts: <ul style="list-style-type: none"> c. The structure of the U.S. government (federal, state, and shared powers). d. The concept of a representative democracy or republic. SS4CG3 Explain how the U.S. government is structured, and the meaning of the Bill of Rights. <ul style="list-style-type: none"> a. Explain the interactions between the three branches of government, including concepts such as checks and balances and separation of powers. Explain how these three branches relate to local, state, and federal government.
18	American Indian, State and Local Governments	SS4CG1 Explain the meaning of the following phrases and concepts. <ul style="list-style-type: none"> c. The structure of the U.S. government (federal, state, and shared powers). d. The concept of a representative democracy or republic. SS4CG3 Explain how the U.S. government is structured, and the meaning of the Bill of Rights. <ul style="list-style-type: none"> a. Explain the interactions between the three branches of government, including concepts such as checks and balances and separation of powers. Explain how these three branches relate to local, state, and federal government.
19	The Bill of Rights	SS4CG2 Explain why it is important that the First Amendment of the U.S. Constitution guarantees certain freedoms. SS4CG3 Explain how the U.S. government is structured, and the meaning of the Bill of Rights. <ul style="list-style-type: none"> b. Explain what rights are given by the Bill of Rights. Explain how the Bill of Rights limits the powers of the government. Explain why it was included in the Constitution in 1791.



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Week	Title	Standards Covered
Unit 4: The Nation Expands		
20	The New Nation Expands	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>b. Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears, Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations.</p> <p>c. Explain how America acquired new territory and the events that led up to it, including. the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p> <p>b. Describe how expansion of territory was hindered by physical barriers and how it was benefited by physical gateways between 1801 to 1861.</p>
21	War of 1812	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>a. Explain the factors that led to the start of the War of 1812, and the events of that war, such as the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”</p>
22	America on the Move	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>b. Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears, Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations.</p> <p>c. Explain how America acquired new territory and the events that led up to it, including. the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p> <p>b. Describe how expansion of territory was hindered by physical barriers and how it was benefited by physical gateways between 1801 to 1861.</p> <p>SS4E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.</p> <p>f. Explain how economic activity is stimulated by trade.</p>
23	Expansion and Growth	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>b. Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears,</p>



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Week	Title	Standards Covered
		<p>Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations.</p> <p>c. Explain how America acquired new territory and the events that led up to it, including. the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). .</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p> <p>b. Describe how expansion of territory was hindered by physical barriers and how it was benefited by physical gateways between 1801 to 1861.</p>
24	American Indian Nations and Removal	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>b. Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears, Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations.</p>
25	The California Gold Rush	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <p>c. Explain how America acquired new territory and the events that led up to it, including. the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).</p> <p>SS4G2 Describe how human systems are affected by how physical systems operate.</p>
26	Slavery in America	<p>SS4H4 Explain the goals and ideals of the abolitionist and suffrage movements.</p> <p>a. Explain the contributions made and the challenges overcome by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p>SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences.</p> <p>a. Understand the meaning behind Uncle Tom's Cabin and John Brown's raid on Haper's Ferry and explain how these are significant to the start of the Civil War.</p>
27	Abolition and Suffrage	<p>SS4H4 Explain the goals and ideals of the abolitionist and suffrage movements.</p> <p>a. Explain the contributions made and the challenges overcome by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p>



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Week	Title	Standards Covered
		SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> a. Understand the meaning behind Uncle Tom's Cabin and John Brown's raid on Haper's Ferry and explain how these are significant to the start of the Civil War.
Unit 5: Civil War and Reconstruction		
28	Compromises to Keep Slavery Legal	SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> b. Discuss how tensions between the northern and southern states increased over the issue of slavery and states' rights.
29	The Road to War	SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> a. Understand the meaning behind Uncle Tom's Cabin and John Brown's raid on Haper's Ferry and explain how these are significant to the start of the Civil War. c. Identify the most significant battles, campaigns, and events of the Civil War, including Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles in American history that figures such as Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman held.
30	The House Divided by War	SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> c. Identify the most significant battles, campaigns, and events of the Civil War, including Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles in American history that figures such as Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman held.
31	Of Souls and Soldiers	SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> c. Identify the most significant battles, campaigns, and events of the Civil War. Examples should include Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles in American history that figures such as Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman held. e. Describe the aftermath of the Civil War on both the North and South.
32	Building the Peace	SS4H5 Explain what the causes of the Civil War were, the major events of the war, and its consequences. <ul style="list-style-type: none"> e. Describe the aftermath of the Civil War on both the North and South.



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Week	Title	Standards Covered
		<p>SS4H6 Analyze how Reconstruction affected life for Americans.</p> <ul style="list-style-type: none"> a. Describe the contents of the 13th, 14th, and 15th Amendments and the functions they are meant to perform. b. Explain the purpose of the Reconstruction-era organization the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau). <p>SS4E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.</p> <ul style="list-style-type: none"> c. Describe how standards of living are improved by specialization.
33	Rebuilding the Union	<p>SS4H3 Explain the method and intentions of westward expansion in America.</p> <ul style="list-style-type: none"> b. Explain the negative impact American westward expansion had on Indigenous Americans. Include examples such as the Trail of Tears, Battle of Little Bighorn and the forced relocation of Indigenous Americans to reservations. <p>SS4H6 Analyze how Reconstruction affected life for Americans.</p> <ul style="list-style-type: none"> c. Explain how the abolition of slavery was followed by the establishment of sharecropping, and how despite now being free, African Americans or Blacks were often prevented from being able to enjoy their newly won rights. d. Describe how Jim Crow laws worked and what their effects were.
Unit 6: Economics		
34	Economic Principles	<p>SS4E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives.</p> <ul style="list-style-type: none"> a. Describe the relationship between opportunity cost and how decisions have been made across time. b. Explain how people's choices on what crops to grow and what goods to produce are affected by price incentives. c. Describe how standards of living are improved by specialization. d. Explain how both buyers and sellers benefit from voluntary exchange. e. Explain how economic activity is stimulated by trade. f. Explain how economic activity is stimulated by trade.
35	Technological Innovation	
36	Personal Finance	<p>SS4E2 Identify income, expenditure, and saving as elements of a personal budget. Explain why it's important to spend and save wisely.</p>



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Week	Title	Standards Covered
Unit 1: Connecting Themes		
1	Connecting Themes in United States History	
Unit 2: Citizenship, Business, and the Government		
2	The Amendment Process	SS5CG2 Describe how amendments are made to the U.S. Constitution. <ul style="list-style-type: none"> a. Explain how the process of making amendments is outlined in the Constitution. b. Explain why there is a process for making amendments.
3	Citizens' Rights and Responsibilities	SS5CG1 Explain how the United States Constitution guarantees a citizen's rights. <ul style="list-style-type: none"> a. Explain the responsibilities one has as a citizen. b. Describe the idea of due process of law. Explain how the United States Constitution protects citizens' rights to due process. SS5CG3 Explain how making amendments to the U.S. Constitution keeps America a representative democracy/republic. <ul style="list-style-type: none"> a. Explain how the 15th, 19th, 23rd, 24th, and 26th Amendments protect the voting rights of citizens.
4	Consumers and Producers in the Economy	SS5E3 Explain the relationship between producers and consumers in the U.S. economy. <ul style="list-style-type: none"> a. Explain how consumer behavior is influenced by competition between businesses, markets, and fluctuations in price. b. Explain how selling their time and labor is how people are able to earn income. c. Explain that educated guesses are taken by entrepreneurs as to what goods and services will be desired, and thus what businesses to start.
5	The Sectors of the Economy	SS5E3 Explain the relationship between producers and consumers in the U.S. economy. <ul style="list-style-type: none"> a. Explain how consumer behavior is influenced by competition between businesses, markets, and fluctuations in price. b. Explain how selling their time and labor is how people are able to earn income. c. Explain that educated guesses are taken by entrepreneurs as to what goods and services will be desired, and thus what businesses to start.
Unit 3: Bigger, Better, Faster: The Changing Nation		
6	Historical Sources	
7	Westward Expansion	SS5H1 Explain life in America in the 19th century, and how it changed at the turn of the century. <ul style="list-style-type: none"> a. Explain how cattle trails were essential in the late 19th century. Include examples such as the Black Cowboys of Texas, the Great



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Week	Title	Standards Covered
		<p>Western Cattle Trail, and the Chisholm Trail.</p> <p>SS5E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, productivity, and price incentives.</p> <p>b. Illustrate how price incentives can influence how people behave and what choices they make.</p> <p>SS5G1 On a map, identify important locations in America.</p> <p>a. On a map identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.</p>
8	American Life in the 19th Century	<p>SS5H1 Explain life in America in the 19th century, and how it changed at the turn of the century.</p> <p>b. Explain how important historical figures such as the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity), influenced American life.</p> <p>SS5G2 Explain how and why a free market economy follows spatial patterns and the reasons why.</p> <p>a. Identify significant locations for industry and agriculture between the end of the Civil War and 1900. Explain how various factors, including population, transportation, and resources, have influenced these areas.</p> <p>b. Identify significant locations for industry and agriculture since the turn of the 20th century. Explain how various factors, including population, transportation, and resources, have influenced these areas.</p> <p>SS5G1 On a map identify important locations in America.</p> <p>a. On a map, identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.</p>
9	American International Expansion	<p>SS5H1 Explain life in America in the 19th century, and how it changed at the turn of the century.</p> <p>c. Explain how William McKinley and Theodore Roosevelt's actions led to the expansion of America's influence on the global stage. Include examples such as the Spanish-American War and the building of the Panama Canal.</p> <p>SS5E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, productivity, and price incentives.</p> <p>d. Explain how economic activity is encouraged by trade and voluntary exchange.</p>
10	Immigration and the United States	<p>SS5H1 Explain life in America in the 19th century, and how it changed at the turn of the century.</p>

Week	Title	Standards Covered
		d. Explain why immigrants chose to come to the United States, where they came from, and where they chose to settle.
Unit 4: War and Prosperity: World War I and the 1920's		
11	Causes and Consequences of World War I	<p>SS5H2 Explain the level of the United States' involvement in World War I, as well as what America was like after the war.</p> <p>a. Explain how the United States declared war against Germany in World War I after Germany attacked U.S. shipping. Include examples, such as the sinking of the <i>Lusitania</i>. Consider the concerns for the safety of American ships. Explain the contributions the US made to the war, and the impact of the Treaty of Versailles made when it was signed in 1919.</p>
12	The Roaring 20's	<p>SS5H2 Explain the level of the United States' involvement in World War I, as well as what America was like after the war.</p> <p>b. Describe significant developments in culture in America, as well as individual contributions. Consider the rising popularity of jazz in the 1920's, as well as Louis Armstrong, the Harlem Renaissance and Langston Hughes, the growing popularity of baseball and Babe Ruth, Henry Ford and nationwide adoption of the automobile and the first transatlantic flight made by Charles Lindbergh.</p> <p>SS5E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, productivity, and price incentives.</p> <p>c. Explain how specialization can lead to an increased standard of living and productivity.</p>
13	Cultural Contributions of the 1920's	<p>SS5H2 Explain the level of the United States' involvement in World War I, as well as what America was like after the war.</p> <p>b. Describe significant developments in culture in America, as well as individual contributions. Consider the rising popularity of jazz in the 1920's, as well as Louis Armstrong, the Harlem Renaissance and Langston Hughes, the growing popularity of baseball and Babe Ruth, Henry Ford and nationwide adoption of the automobile and the first transatlantic flight made by Charles Lindbergh.</p>
Unit 5: The Great Depression and the New Deal		
14	The Great Depression and the Dust Bowl	<p>SS5H3 Explain the impacts made on the lives of millions of Americans by the Great Depression and the New Deal.</p> <p>a. Discuss events, figures, and projects related to the Great Depression including the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.</p>
15	The New Deal	SS5H3 Explain the impacts made on the lives of millions of Americans by the Great Depression and the New Deal.



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Week	Title	Standards Covered
		<p>b. Explain the key features of the New Deal. Examples should include the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.</p>
16	Cultural Contributions of the 1930's	<p>SS5H3 Explain the impacts made on the lives of millions of Americans by the Great Depression and the New Deal.</p> <p>c. Explain important contributions made to American culture in the 1930's. Include figures such as Duke Ellington, Margaret Mitchell, and Jesse Owens.</p>
Unit 6: Another World War		
17	Europe, Asia, and America Before WWII	<p>SS5H4 Explain the level of America's involvement in World War II.</p> <p>a. Describe the acts of terror committed by Germany in Europe and by Japan in Asia.</p> <p>b. Describe significant events in both the European and Pacific theaters of World War II. Examples should include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> <p>d. Identify leading figures in World War II such as Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p>
18	Pearl Harbor, U.S. Enters WWII	<p>SS5H4 Explain the level of America's involvement in World War II.</p> <p>a. Describe the acts of terror committed by Germany in Europe and by Japan in Asia.</p> <p>b. Describe significant events in both the European and Pacific theaters of World War II. Examples should include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> <p>c. Understand the United State's reasoning to drop the atomic bombs on the cities of Hiroshima and Nagasaki.</p> <p>d. Identify leading figures in World War II such as Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p> <p>e. Explain the effects of wartime rationing, as well as how WWII led to the changing roles of women and African Americans. Consider "Rosie the Riveter" and the Tuskegee Airmen.</p> <p>SS5G1 On a map identify important locations in America.</p> <p>a. On a map, identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.</p>
19	Government Sponsored Discrimination	<p>SS5H4 Explain the level of America's involvement in World War II.</p> <p>a. Describe the acts of terror committed by Germany in Europe and by Japan in Asia.</p> <p>b. Describe significant events in both the European and Pacific theaters of World War II. Examples should include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> <p>d. Identify leading figures in World War II such as Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p>

Week	Title	Standards Covered
20	The Homefront	<p>SS5H4 Explain the level of America's involvement in World War II.</p> <ul style="list-style-type: none"> b. Describe significant events in both the European and Pacific theaters of World War II. Examples should include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Understand the United State's reasoning to drop the atomic bombs on the cities of Hiroshima and Nagasaki. d. Identify leading figures in World War II such as Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. f. Explain how the United Nations was formed, and the roles the US and First Lady Eleanor Roosevelt had. <p>SS5E1 Demonstrate how historical events can be illustrated using basic economic concepts such as trade, opportunity cost, specialization, productivity, and price incentives.</p> <ul style="list-style-type: none"> a. Explain how decision making in American society has been influenced by opportunity costs across time.
Unit 7: War Turns Cold		
21	Europe After the War	<p>SS5H5 Explain how the Cold War began, and what its consequences were.</p> <ul style="list-style-type: none"> a. Explain the meaning of the term "Iron Curtain" and where it originated. b. Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
22	The World After World War II	<p>SS5H5 Explain how the Cold War began, and what its consequences were.</p> <ul style="list-style-type: none"> a. Explain the meaning of the term "Iron Curtain" and where it originated. b. Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
23	The Communist Threat	<p>SS5H5 Explain how the Cold War began, and what its consequences were.</p> <ul style="list-style-type: none"> b. Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev and the contributions they made to the Cold War.
24	The Atomic Age	<p>SS5H5 Explain how the Cold War began, and what its consequences were.</p> <ul style="list-style-type: none"> a. Explain the meaning of the term "Iron Curtain" and where it originated. b. Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

Week	Title	Standards Covered
		d. Explain the significance of the Cuban Missile Crisis and the Vietnam War.
25	The Korean War	SS5H5 Explain how the Cold War began, and what its consequences were. <ul style="list-style-type: none"> a. Explain the meaning of the term “Iron Curtain” and where it originated. b. Explain how the United States desired to stop the spread of support for communism through actions such as the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
26	Crisis in Cuba	SS5H5 Explain how the Cold War began, and what its consequences were. <ul style="list-style-type: none"> c. Identify Joseph McCarthy and Nikita Khrushchev and the contributions they made to the Cold War. d. Explain the significance of the Cuban Missile Crisis and the Vietnam War. SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975. <ul style="list-style-type: none"> c. Explain how the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. heavily affected American society.
27	The Vietnam War	SS5H5 Explain how the Cold War began, and what its consequences were. <ul style="list-style-type: none"> a. Explain the meaning of the term “Iron Curtain” and where it originated. d. Explain the significance of the Cuban Missile Crisis and the Vietnam War. SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975. <ul style="list-style-type: none"> b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr. c. Explain how the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. heavily affected American society.
Unit 8: Civil Rights Address Civil Wrongs		
28	'50s and '60s Post-War Culture	SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975. <ul style="list-style-type: none"> a. Understand how Jim Crow laws operated, and how they affected the lives of African Americans. b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of</i>

Week	Title	Standards Covered
		<p><i>Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr.</p> <p>c. Explain how the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. heavily affected American society.</p> <p>d. Explain how the developments of technologies such as television and space exploration were significant.</p>
29	Social Movements	<p>SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975.</p> <p>b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr.</p>
30	The Civil Rights Movement	<p>SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975.</p> <p>a. Understand how Jim Crow laws operated, and how they affected the lives of African Americans.</p> <p>b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr.</p> <p>SS5G1 On a map identify important locations in America.</p> <p>a. On a map, identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.</p>
31	Important Figures of the Civil Rights Movement	<p>SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975.</p> <p>b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr.</p> <p>c. Explain how the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King Jr. heavily affected American society.</p>

Week	Title	Standards Covered
32	Civil Rights Movement in Education	<p>SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975.</p> <ul style="list-style-type: none"> a. Understand how Jim Crow laws operated, and how they affected the lives of African Americans. b. Explain the importance of significant figures and events in the Civil Rights Movement. Examples should include <i>Brown v. Board of Education</i> (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chávez, Rosa Parks, and Martin Luther King, Jr. <p>SS5G1 On a map, identify important locations in America.</p> <ul style="list-style-type: none"> a. On a map identify important man-made locations. Include examples such as the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL.
33	The Space Race	<p>SS5H6 Explain the roles played by historical figures and events; in historical developments between 1950 and 1975.</p> <ul style="list-style-type: none"> d. Explain how the developments of technologies such as television and space exploration were significant.
Unit 9: United States from 1975 to the Digital Age		
34	The Fall of the Soviet Union	<p>SS5H7 Connect important events and developments in America from 1975 to 2001.</p> <ul style="list-style-type: none"> a. Explain the dissolution of the Soviet Union and explain Ronald Reagan's role in it.
35	Changes in the 21st Century	<p>SS5H7 Connect important events and developments in America from 1975 to 2001.</p> <ul style="list-style-type: none"> b. Explain the events that occurred on September 11, 2001, and how they changed American life. c. Explain how the mass adoption of personal computers and the Internet has changed American life.
Unit 10: Building a Budget		
36	Personal Finance	<p>SS5E2 Describe the four major sectors of the U.S. economy and what their functions are.</p> <ul style="list-style-type: none"> a. Explain how households operate through the contribution of resources and the consuming of goods and services. b. Explain how goods and services are provided by private businesses in a market economy. c. Explain the role banks take in personal finances by providing checking accounts, savings accounts, and loans. d. Explain how the government provides public goods and services, and how both are funded through taxation.



Georgia Social Studies SCOPE & SEQUENCE

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Week	Title	Standards Covered
		SS5E4 Explain how income, expenditures, and saving are elements that make up a personal budget. Explain why it's important to wisely manage spending and saving.

Week	Title	Standards Covered
Module 1: Connecting Themes, Geography, Political Science and Economics		
Unit 1		
Unit 1 Lesson 1	Connecting Themes	
Unit 2		
Unit 2 Lesson 1	Geography	
Unit 3		
Unit 3 Lesson 1	Government and Economics	
Module 2: Europe		
Unit 4: Physical Environment of Europe		
Unit 4 Lesson 1	The Geography of Europe	<p>SS6G7 Locate certain features of Europe on a map.</p> <p>SS6G7.a On a world map and regional political-physical map, locate these key features of Europe: the Danube River, the Rhine River, the English Channel, the Mediterranean Sea, the European Plain, the Alps, the Pyrenees, the Ural Mountains, and the Iberian Peninsula.</p> <p>SS6G7.b On a world and regional political-physical map, locate these countries: France, Germany, Italy, Russia, Spain, Ukraine, and the United Kingdom.</p>
Unit 4 Lesson 2	The Environment and Europe	<p>SS6G8 Explain the environmental issues that Europe faces today, such as acid rain and air pollution.</p> <p>SS6G8.a Explain how acid rain is caused in Germany and what its effects are.</p> <p>SS6G8.b Explain how air pollution is caused in the United Kingdom and what its effects are.</p> <p>SS6G8.c Explain the cause of the nuclear disaster in Chernobyl, Ukraine, and what its effects are.</p> <p>SS6G9 Explain how Europe's location, climate, distribution of natural resources, and population distribution impact the region.</p> <p>SS6G9.a Explain how the locations of countries, their climates, and their natural resources would impact trade and influence where people would live for the countries of the United Kingdom, Germany, and Russia.</p>

Week	Title	Standards Covered
Unit 5: Economic Systems of Europe		
Unit 5 Lesson 1	Economies of the United Kingdom, Germany, and Russia	<p>SS6E7 Analyze and explain how various economic systems work.</p> <p>SS6E7.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS6E7.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E7.c Explain the similarities and differences of the economic systems used in the United Kingdom, Germany, and Russia.</p> <p>SS6E9 Describe the importance of various factors that affect economic growth and their level of influence in the United Kingdom, Germany, and Russia.</p> <p>SS6E9.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E9.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E9.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E9.d Explain what role a country's natural resources play in its economy.</p>
Unit 5 Lesson 2	Trade and Specialization in Europe	<p>SS6E8 Analyze the effects of voluntary trade in Europe as well as the reasons for and characteristics of barriers preventing trade.</p> <p>SS6E8.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS6E8.b Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS6E8.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p> <p>SS6E8.d Explain the goals of the European Union and how its member nations interact with each other.</p>
History, Politics, and Government of Europe		
Unit 6 Lesson 1	Cultural Characteristics of Europe	<p>SS6G10 Describe certain cultural features that are prevalent in Europe.</p> <p>SS6G10.a Identify the wide variety of languages that can be found within Europe.</p>

Week	Title	Standards Covered
		SS6G10.b Recognize the major religions present in Europe, including Islam, Judaism, and Christianity.
Unit 6 Lesson 2	Government Systems in Europe	<p>SS6CG3 Analyze different forms of government and explain how they are similar and how they're different.</p> <p>SS6CG3.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS6CG3.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Unit 6 Lesson 3	Conflict and Change in Europe in the 20th Century	<p>SS6H3 Explain the reasons for conflict and change in Europe and the results thereof.</p> <p>SS6H3.a Describe global developments following World War I, such as the rise of communism, the Treaty of Versailles, the rise of Nazism, and the worldwide depression.</p> <p>SS6H3.b Explain how the Nazi party took power in Germany, using examples, including pre-existing prejudices, the use of propaganda, and the events that culminated in the Holocaust.</p>
Unit 6 Lesson 4	The Collapse of the Soviet Union	<p>SS6H3 Explain the reasons for conflict and change in Europe and the results thereof.</p> <p>SS6H3.c Explain how the reunification of East Germany with West Germany contributed to the dissolution of the Soviet Union, leading to the conclusion of the Cold War.</p>
Module 3: Latin America		
Unit 7: Physical Geography of Latin America		
Unit 7 Lesson 1	The Geography of Latin America	<p>SS6G1 Locate certain features of Latin America on a map.</p> <p>SS6G1.a On a world and regional political-physical map, locate these features of Latin America: the Amazon River, the Amazon Rainforest, the Caribbean Sea, the Gulf of Mexico, the Atlantic Ocean, the Pacific Ocean, the Panama Canal, the Andes mountains, the Sierra Madre mountains, and the Atacama Desert.</p> <p>SS6G1.b On a world and regional political-physical map, locate these countries: Brazil, Chile, Colombia, Cuba, Mexico, and Panama.</p> <p>SS6G3 Explain how Latin America's location, climates, distribution of natural resources, and population distribution impact the region.</p>

Week	Title	Standards Covered
		SS6G3.a Explain how the locations of countries, their climates, and their natural resources would impact trade and influence where people would live for the countries of Mexico, Brazil, and Cuba.
Unit 7 Lesson 2	The Environment and Latin America	<p>SS6G2 Identify environmental issues in Latin America and explain their impact.</p> <p>SS6G2.a. Explain the reason for air pollution in Mexico City, Mexico, and describe how it impacts the city today.</p> <p>SS6G2.b. Explain the environmental importance of the Amazon Rainforest, the reason for its continuing destruction, and how it impacts Brazil.</p>
Unit 8: Government and Economic Systems of Latin America		
Unit 8 Lesson 1	Government and Economics in Mexico	<p>SS6E1 Analyze and explain how various economic systems work.</p> <p>SS6E1.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS6E1.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E1.c Explain the similarities and differences of the economic systems used in Mexico, Cuba, and Brazil.</p> <p>SS6E3 Describe the importance of various factors that affect economic growth and their level of influence in Brazil, Cuba, and Mexico.</p> <p>SS6E3.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E3.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E3.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E3.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E3.e Describe the impact entrepreneurs have on a country's economy.</p> <p>SS6CG1 Analyze different forms of government and explain how they are similar and how they are different.</p> <p>SS6CG1.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS6CG1.b Describe the fundamental principles of the two most common forms</p>

Week	Title	Standards Covered
		of democratic governments: parliamentary and presidential.
Unit 8 Lesson 2	Government and Economics in Cuba	<p>SS6E1 Analyze and explain how various economic systems work.</p> <p>SS6E1.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS6E1.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E1.c Explain the similarities and differences of the economic systems used in Mexico, Cuba, and Brazil.</p> <p>SS6E3 Describe the importance of various factors that affect economic growth and their level of influence in Brazil, Cuba, and Mexico.</p> <p>SS6E3.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E3.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E3.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E3.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E3.e Describe the impact entrepreneurs have on a country's economy.</p> <p>SS6CG1 Analyze different forms of government and explain how they are similar and how they're different.</p> <p>SS6CG1.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS6CG1.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Unit 8 Lesson 3	Government and Economics in Brazil	<p>SS6E1 Analyze and explain how various economic systems work.</p> <p>SS6E1.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS6E1.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E1.c Explain the similarities and differences of the economic systems used</p>

Week	Title	Standards Covered
		<p>in Mexico, Cuba, and Brazil.</p> <p>SS6E3 Describe the importance of various factors that affect economic growth and their level of influence in Brazil, Cuba, and Mexico.</p> <p>SS6E3.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E3.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E3.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E3.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E3.e Describe the impact entrepreneurs have on a country's economy.</p> <p>SS6CG1 Analyze different forms of government and explain how they are similar and how they're different.</p> <p>SS6CG1.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS6CG1.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Unit 8 Lesson 4	Trade and Specialization Throughout Latin America	<p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</p> <p>SS6E2.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS6E2.b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p> <p>SS6E2.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p> <p>SS6E2.d Explain the purpose of the United States-Mexico-Canada Agreement (USMCA) and how it functions.</p> <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> <p>SS6E3.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E3.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p>

Week	Title	Standards Covered
		<p>SS6E3.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E3.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E3.e Describe the impact entrepreneurs have on a country's economy.</p>
Unit 9: History of Latin America		
Unit 9 Lesson 1	The Lasting Impact of European Colonization	<p>SS6H1 Explain the reasons for conflict and change in Latin America and the results thereof.</p> <p>SS6H1.a Describe how enslavement of Africans by European settlers in the Americas influenced the development of the region.</p> <p>SS6H1.b Describe the lasting impact of Spanish and Portuguese colonization on the language and religions of native Latin Americans.</p>
Unit 9 Lesson 2	Conflict and Change in Latin America	<p>SS6H1 Explain the reasons for conflict and change in Latin America and the results thereof.</p> <p>SS6H1.c Explain the significance of the Cuban Revolution as well as the current relationship between Cuba and the United States.</p> <p>SS6H1.d Explain how the issue of poverty, the violence of the war on drugs, and migration to the United States has impacted the development of Latin American countries.</p>
Module 4: Canada		
Unit 10: Physical Environment of Canada		
Unit 10 Lesson 1	The Geography of Canada	<p>SS6G4 On a map, locate key features of Canada.</p> <p>SS6G4.a. On a world map and regional political-physical map, locate these key features of Canada: the St. Lawrence River, Hudson Bay, the Atlantic Ocean, the Pacific Ocean, the Great Lakes, the Canadian Shield, and the Rocky Mountains.</p> <p>SS6G4.b. On a world map and regional political-physical map, locate Canada and the province of Quebec.</p> <p>SS6G5 Explain how Canada's location, climate, distribution of natural resources, and population distribution impact the country.</p> <p>SS6G5.a Describe how the factors of Canada's location, climate, and natural resources impact trade with the rest of the world and where Canadians would live.</p>

Week	Title	Standards Covered
Unit 10 Lesson 2	The Environment of Canada	<p>SS6G5 Explain how Canada's location, climate, distribution of natural resources, and population distribution impact the country.</p> <p>SS6G5.a Describe how the factors of Canada's location, climate, and natural resources impact trade with the rest of the world and where Canadians would live.</p> <p>SS6G6 Explain the cause of environmental issues and how they impact Canada today.</p> <p>SS6G6.a Explain how pollution and acid rain are caused and how they impact Canada and the Great Lakes.</p> <p>SS6G6.b Explain the reason for extracting the natural resources of the Canadian Shield (e.g., mining and logging) and its effect on the environment.</p>
Unit 11: Economic Systems of Canada		
Unit 11 Lesson 1	Economy of Canada	<p>SS6E4 Analyze and explain how various economic systems work.</p> <p>SS6E4.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS6E4.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E4.c Describe how the economy of Canada functions.</p> <p>SS6E6 Describe the importance of various factors that affect economic growth and their level of influence in Canada.</p> <p>SS6E6.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E6.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E6.c Explain how investment into capital (factories, machinery, and technology) affects gross domestic product (GDP) per capita.</p> <p>SS6E6.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E6.e Describe the impact entrepreneurs have on a country's economy.</p>
Unit 11 Lesson 2	Trade and Specialization in Canada	<p>SS6E5 Explain how voluntary trade benefits people in Canada, and give examples of such benefits.</p> <p>SS6E5.a Explain how specialization in certain industries benefits and</p>

Week	Title	Standards Covered
		<p>encourages trade between countries.</p> <p>SS6E5.b Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS6E5.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p> <p>SS6E5.d Explain the purpose of the United States-Mexico-Canada Agreement (USMCA) and how it functions.</p>
Unit 12: History, Politics, and Government of Canada		
Unit 12 Lesson 1	Government of Canada	<p>SS6CG2 Explain how citizens participate in and influence the Canadian government.</p> <p>SS6CG2.a Explain the roles and responsibilities Canadian citizens take when choosing a leader.</p>
Unit 12 Lesson 2	Conflict and Change in Canada	SS6H2 Explain the motivation and goals of the Québécois independence movement.
Module 5: Australia		
Unit 13: Physical Geography of Australia		
Unit 13 Lesson 1	The Geography of Australia	<p>SS6G11 Locate certain features of Australia on a map.</p> <p>SS6G11.a. On a world map and regional political-physical map, locate these key features of Australia: the Great Barrier Reef, the Coral Sea, Uluru/Ayers Rock, the Indian and Pacific Oceans, the Great Dividing Range, and the Great Victoria Desert.</p>
Unit 13 Lesson 2	The Environment and Australia	<p>SS6G12 Explain how Australia's location, climate, distribution of natural resources, and population distribution impact the country.</p> <p>SS6G12.a. Describe how the factors of Australia's location, climate, and natural resources impact trade with the rest of the world and where Australians choose to live.</p>
Unit 14: Economics Systems of Australia		
Unit 14 Lesson 1	Economy of Australia	<p>SS6E10 Analyze and explain how various economic systems work.</p> <p>SS6E10.a Understand the principles of traditional, market, and command economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p>

Week	Title	Standards Covered
		<p>SS6E10.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS6E10.c Describe how the economy of Australia functions.</p> <p>SS6E12 Describe the importance of various factors that affect economic growth and their level of influence in Australia.</p> <p>SS6E12.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS6E12.b Explain the correlation between gross domestic product (GDP) per capita and investment in human capital (education and training).</p> <p>SS6E12.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p> <p>SS6E12.d Explain what role a country's natural resources play in its economy.</p> <p>SS6E12.e Describe the impact entrepreneurs have on a country's economy.</p>
Unit 14 Lesson 2	Specialization and Trade in Australia	<p>SS6E11 Explain how voluntary trade benefits people in Australia while also giving examples of such benefits.</p> <p>SS6E11.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS6E11.b Explain the similarities and differences of different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS6E11.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p>
Unit 15: History, Politics, and Government of Australia		
Unit 15 Lesson 1	Impact of Colonization on Australia	SS6H4 Describe the effects English colonization has had on Aboriginal rights, health, literacy, and language throughout history and in the current day.
Unit 15 Lesson 2	Government of Australia	<p>SS6CG4 Explain the ways in which citizens may influence how their government operates.</p> <p>SS6CG4.a Explain how citizens of countries with democratic governments participate in the decisions of who their leaders will be.</p>
Module 6: Financial Literacy		
Unit 16: Financial Literacy		

Week	Title	Standards Covered
Unit 16 Lesson 1	Financial Literacy	<p>SS6E13 Understand the importance of living within one's income to effectively manage one's personal money.</p> <p>SS6E13.a Understand that to acquire income, one must work, and that the income is limited.</p> <p>SS6E13.b Understand how to effectively use a budget to plan one's spending and saving.</p> <p>SS6E13.c Understand why saving is beneficial to one's finances.</p> <p>SS6E13.d Understand when to use credit and what the consequences may be.</p>

Week	Title	Standards Covered
Module 1: Connecting Themes: Geography, Political Science, and Economics		
Unit 1: Connecting Themes		
Unit 1 Lesson 1	Geography	
Unit 2: Government and Economic Systems		
Unit 2 Lesson 1	Government and Economic Systems	<p>SS7E1 Analyze and explain how various economic systems work.</p> <p>SS7E1.a Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS7E1.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS7CG1 Compare and contrast the various methods citizens can use to participate in the government.</p> <p>SS7CG1.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS7CG1.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Module 2: Southwest Asia/ Middle East		
Unit 3: Southwest Asia		
Unit 3 Lesson 1	Geography of Southwest Asia (Middle East)	<p>SS7G5 Locate certain features of Southwest Asia (the Middle East) on a map.</p> <p>SS7G5.a. On a world and regional political-physical map, locate these features of Southwest Asia (the Middle East): the Euphrates River, the Jordan River, the Tigris River, the Suez Canal, the Persian Gulf, the Strait of Hormuz, the Arabian Sea, and the Red Sea.</p> <p>SS7G5.b On a world and regional political-physical map, locate these countries and territories: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, the Gaza Strip, and the West Bank.</p>
Unit 3 Lesson 2	The Environment of Southwest Asia (Middle East)	<p>SS7G7 Explain how the locations of countries, their climates, and how their natural resources are distributed would impact trade with other parts of the world, as well as influence where people live, in the region of Southwest Asia (the Middle East).</p> <p>SS7G7.a Explain how the locations of deserts and rivers in Southwest Asia (the Middle East) influences trade and where people choose to live.</p>

Week	Title	Standards Covered
		<p>SS7G6 Explain how environmental issues impact Southwest Asia (the Middle East) today.</p> <p>SS7G6.a Explain how access to safe drinking water and water to use for irrigating crops is impacted by water pollution and unequal access to water.</p>
Unit 4: Economic Systems of Southwest Asia		
Unit 4 Lesson 1	Economic Systems of Southwest Asia (Middle East)	<p>SS7E4 Analyze and explain how various economic systems work.</p> <p>SS7E4.a Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS7E4.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS7E4.c Explain the similarities and differences between the economic systems used in Israel, Saudi Arabia, and Turkey.</p> <p>SS7E6 Describe the importance of various factors that affect economic growth and their level of influence in Israel, Saudi Arabia, and Turkey.</p> <p>SS7E6.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS7E6.b Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).</p> <p>SS7E6.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p> <p>SS7E6.d Explain how the development of Southwest Asia (the Middle East) has been influenced by the distribution of its oil.</p> <p>SS7E6.e. Describe the impact entrepreneurs have on a country's economy.</p>
Unit 4 Lesson 2	Trade and Specialization in Southwest Asia (Middle East)	<p>SS7E5 Give examples of how voluntary trade benefits buyers and sellers in Southwest Asia (the Middle East).</p> <p>SS7E5.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS7E5.b Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS7E5.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p>

Week	Title	Standards Covered
		SS7E5.d Explain the purpose behind the Organization of Petroleum Exporting Countries (OPEC) and how it achieves these goals.
Unit 5: Cultural Diversity in Southwest Asia		
Unit 5 Lesson 1	Cultural Diversity in Southwest Asia (Middle East)	<p>SS7G8 Understand the diversity of cultures among the people living in Southwest Asia (the Middle East).</p> <p>SS7G8.a Explain how an ethnic group differs from a religious group.</p> <p>SS7G8.b Describe the wide variety of religious practices observed by the different ethnic populations in Southwest Asia (the Middle East).</p> <p>SS7G8.c Explain the similarities and differences between the most prominent religions in Southwest Asia (the Middle East): Islam, Judaism, and Christianity.</p>
Unit 5 Lesson 2	Conflict and Change in Southwest Asia in the 20th Century: Part I	<p>SS7H2 Understand the history of Southwest Asia (the Middle East): what has changed, and what has stayed the same.</p> <p>SS7H2.a Explain how European interference and partitioning in Southwest Asia (the Middle East) after the end of WWI created the conditions leading to regional conflicts that continue to this day.</p> <p>SS7H2.b Explain the circumstances contributing to the decision of the United Nations, following the conclusion of WWII, to establish the State of Israel in 1948 in British-controlled Palestine; include factors, such as Jewish history in the region, lingering antisemitism in Europe, the rise of Zionism, and the aftermath of the Holocaust.</p>
Unit 5 Lesson 3	Conflict and Change in Southwest Asia in the 20th Century: Part II	<p>SS7H2 Understand the history of Southwest Asia (the Middle East): what has changed, and what has stayed the same.</p> <p>SS7H2.a Explain how European interference and partitioning in Southwest Asia (the Middle East) after the end of WWI created the conditions leading to regional conflicts that continue to this day.</p> <p>SS7H2.b Explain the circumstances contributing to the decision of the United Nations, following the conclusion of WWII, to establish the State of Israel in 1948 in British-controlled Palestine; include factors, such as Jewish history in the region, lingering antisemitism in Europe, the rise of Zionism, and the aftermath of the Holocaust.</p>
Unit 6: Conflict and Change in Southwest Asia Today		
Unit 6 Lesson 1	Government in Southwest Asia in the 21st Century	<p>SS7CG3 Analyze different forms of government and explain how they are similar, as well as how they're different.</p> <p>SS7CG3.a Describe the different levels of citizen participation in autocratic</p>

Week	Title	Standards Covered
		governments versus democratic governments. SS7CG3.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.
Unit 6 Lesson 2	Conflict and Change in Southwest Asia Today: Part I	SS7H2 Understand the history of Southwest Asia (the Middle East): what has changed, and what has stayed the same. SS7H2.c Explain how religious differences and claims to land contribute to continuing conflict in Southwest Asia (the Middle East). Include conflicts such as Israel against Palestine, the division between Sunni and Shia Muslims, and Kurdish nationalism.
Unit 6 Lesson 3	Conflict and Change in Southwest Asia Today: Part II	SS7H2 Understand the history of Southwest Asia (the Middle East): what has changed, and what has stayed the same. SS7H2.d Explain U.S. interest in Southwest Asia (the Middle East) and its interference in the region, including the Persian Gulf War and the invasions of Afghanistan and Iraq.
Module 3: Southern and Eastern Asia		
Unit 7: Southern and Eastern Asia		
Unit 7 Lesson 1	Geography of Southern and Eastern Asia	SS7G9 Locate certain features of Southern and Eastern Asia on a map. SS7G9.a On a world map and regional political-physical map, locate these key features of Southern and Eastern Asia: the Ganges River, the Huang He (Yellow River), the Chang Jiang (Yangtze) River, the Bay of Bengal, the Indian Ocean, the Sea of Japan, the South China Sea, the Yellow Sea, the Gobi Desert, the Taklimakan Desert, the Himalayan Mountains, and the Korean Peninsula. SS7G9.b On a world and regional political-physical map, locate these countries: China, India, Japan, North Korea, South Korea, and Vietnam.
Unit 7 Lesson 2	The Environment in Southern and Eastern Asia	SS7G11 Explain how the locations of countries, their climates, and how their natural resources are distributed would impact trade with other parts of the world, as well as influence where people live, in the regions of Southern and Eastern Asia. SS7G11.a Explain how geographical features, such as mountains, deserts, and water features, in Southern and Eastern Asia influence where people live and how they do trade. SS7G10 Explain how Southern and Eastern Asia are impacted by environmental issues today. SS7G10.a Explain the causes of the pollution of the Chang Jiang (Yangtze) and

Week	Title	Standards Covered
		<p>Ganges rivers and what the effects of the pollution are.</p> <p>SS7G10.b Explain the causes of environmental issues such as air pollution and flooding in India and China, and how it affects the two countries.</p>
Unit 7 Lesson 3	Cultural Diversity in Southern and Eastern Asia	<p>SS7G12 Understand the diversity of cultures among the people living in Southern and Eastern Asia.</p> <p>SS7G12.a Explain how an ethnic group differs from a religious group.</p> <p>SS7G12.b Explain the similarities and differences between the belief systems that originated in Southern and Eastern Asia: Buddhism, Shintoism, and Confucianism.</p>
Unit 8: Governments of China and India		
Unit 8 Lesson 1	Governments of China and India	<p>SS7CG4 Analyze different forms of government and explain how they are similar, as well as how they're different.</p> <p>SS7CG4.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS7CG4.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Unit 8 Lesson 2	Economic Systems of China and India	<p>SS7E7 Analyze and explain how various economic systems work.</p> <p>SS7E7.a Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS7E7.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS7E7.c Explain the similarities and differences between the economic systems used in China, India, Japan, North Korea, and South Korea.</p> <p>SS7E8 Give examples of how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.</p> <p>SS7E8.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS7E8.b Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS7E8.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p>

Week	Title	Standards Covered
		<p>SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea</p> <p>SS7E9.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS7E9.b Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).</p> <p>SS7E9.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p> <p>SS7E9.d Explain what role a country's natural resources play in its economy.</p> <p>SS7E9.e Describe the impact entrepreneurs have on a country's economy.</p> <p>SS7CG4 Analyze different forms of government and explain how they are similar, as well as how they're different.</p> <p>SS7CG4.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS7CG4.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p>
Unit 8 Lesson 3	Conflict and Change in China in the 20th Century	<p>SS7H3 Understand the history of Southern and Eastern Asia: what has changed, and what has stayed the same.</p> <p>SS7H3.d Describe how communism has shaped China's history from the mid-20th century to today. Consider important figures, such as Mao Zedong, and significant events, such as the Cultural Revolution, the Great Leap Forward, and the Tiananmen Square protests and massacre.</p>
Unit 8 Lesson 4	Conflict and Change in India in the 20th Century	<p>SS7H3 Understand the history of Southern and Eastern Asia: what has changed, and what has stayed the same.</p> <p>SS7H3.a Explain how a rise in nationalism led to India gaining its independence.</p> <p>SS7H3.b Explain how Mohandas "Mahatma" Gandhi's belief in nonviolent protest influenced India's struggle for independence.</p>
Unit 9: Governments of Japan, North Korea, and South Korea		
Unit 9 Lesson 1	Governments of Japan, North Korea, and South Korea	<p>SS7CG4 Analyze different forms of government and explain how they are similar, as well as how they're different.</p> <p>SS7CG4.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p>

Week	Title	Standards Covered
		SS7CG4.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.
Unit 9 Lesson 2	Economic Systems of Japan, North Korea, and South Korea	<p>SS7E7 Analyze and explain how various economic systems work.</p> <p>SS7E7.a Understand the principles of traditional, market, and planned economies and how they answer the three economic questions: 1) what to produce; 2) how to produce; and 3) for whom to produce.</p> <p>SS7E7.b Explain how the economic systems of countries fall on a spectrum between market and command.</p> <p>SS7E7.c Explain the similarities and differences between the economic systems used in China, India, Japan, North Korea, and South Korea.</p> <p>SS7E8 Give examples of how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.</p> <p>SS7E8.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS7E8.b Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS7E8.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p> <p>SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea</p> <p>SS7E9.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS7E9.b Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).</p> <p>SS7E9.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p> <p>SS7E9.d Explain what role a country's natural resources play in its economy.</p> <p>SS7E9.e Describe the impact entrepreneurs have on a country's economy.</p>
Unit 9 Lesson 3	Conflict and Change in Japan in the 20th Century	<p>SS7H3 Understand the history of Southern and Eastern Asia: what has changed, and what has stayed the same.</p> <p>SS7H3.c Explain the United States' influence in Japan's rebuilding after WWII.</p>

Week	Title	Standards Covered
Unit 9 Lesson 4	Conflict and Change in North Korea and South Korea in the 20th Century	<p>SS7H3 Understand the history of Southern and Eastern Asia: what has changed, and what has stayed the same.</p> <p>SS7H3.e Explain the reasons for world powers, such as the United States, to invade Korea and Vietnam in the interest of stopping the growth of communist movements.</p>
Unit 9 Lesson 5	Southern and Eastern Asia Today	<p>SS7CG4 Analyze different forms of government and explain how they are similar, as well as how they're different.</p> <p>SS7CG4.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS7CG4.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p> <p>SS7E7 Analyze and explain how various economic systems work.</p> <p>SS7E7.c Explain the similarities and differences between the economic systems used in China, India, Japan, North Korea, and South Korea.</p> <p>SS7E8 Give examples of how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.</p> <p>SS7E8.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea</p> <p>SS7E9.b Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).</p> <p>SS7E9.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p>
Module 4: Africa		
Unit 10: Africa		
Unit 10 Lesson 1	Geography of Africa	<p>SS7G1 Locate certain features of Africa on a map.</p> <p>SS7G1.a On a world map and regional political-physical map, locate these key features of Africa: the Sahara, the Sahel, savannas, tropical rainforests, the Congo River, the Niger River, the Nile River, Lake Victoria, the Great Rift Valley, Mt. Kilimanjaro, the Atlas Mountains, and the Kalahari Desert.</p> <p>SS7G1.b On a world and regional political-physical map, locate these countries: the Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.</p>

Week	Title	Standards Covered
		<p>SS7G3 Explain how Africa's location, climate, and distribution of natural resources, as well as its population distribution, impact the region.</p> <p>SS7G3.a Explain the characteristics of the Sahara, the Sahel, the savanna, and the tropical rainforest; and how they influence where people live and how they do trade.</p>
Unit 10 Lesson 2	The Environment of Africa	<p>SS7G3 Explain how Africa's location, climate, and distribution of natural resources, as well as its population distribution, impact the region.</p> <p>SS7G3.a Explain the characteristics of the Sahara, the Sahel, the savanna, and the tropical rainforest; and how they influence where people live and how they do trade.</p> <p>SS7G2 Explain the environmental issues that Africa faces today.</p> <p>SS7G2.a Explain how access to safe drinking water, trade, and the availability of water to use for irrigating crops is impacted by water pollution and unequal access to water.</p> <p>SS7G2.b Explain how deforestation leads to poor soil conditions in Sub-Saharan Africa.</p> <p>SS7G2.c Explain how the growth of deserts, or desertification, impacts the environment of Africa.</p>
Unit 11: Economic Systems of African Countries		
Unit 11 Lesson 1	Economic Systems of African Countries	<p>SS7E1 Analyze and explain how various economic systems work.</p> <p>SS7E1.c Explain the similarities and differences between the economic systems used in South Africa, Nigeria, and Kenya.</p> <p>SS7E3 Describe the importance of various factors that affect economic growth and their level of influence in Nigeria, South Africa, and Kenya.</p> <p>SS7E3.a Determine how a country's standard of living is affected by literacy rates.</p> <p>SS7E3.b Explain the correlation between Gross Domestic Product (GDP) per capita and investment in human capital (education and training).</p> <p>SS7E3.c Explain how investment into capital (factories, machinery, and technology) will affect gross domestic product (GDP) per capita.</p> <p>SS7E3.d Explain how the economic development of Africa is impacted by where its natural resources are located.</p>

Week	Title	Standards Covered
		SS7E3.e Describe the impact entrepreneurs have on a country's economy.
Unit 11 Lesson 2	Trade and Specialization in Africa	<p>SS7E2 Give examples of how voluntary trade benefits buyers and sellers in Africa.</p> <p>SS7E2.a Explain how specialization in certain industries benefits and encourages trade between countries.</p> <p>SS7E2.b Explain the similarities and differences between different forms of trade barriers, including tariffs, quotas, and embargoes.</p> <p>SS7E2.c Explain why a system for exchanging currencies between nations is required for international trade to happen.</p>
Unit 12: Cultural Diversity of Africa		
Unit 12 Lesson 1	Cultural Diversity of Africa	<p>SS7G4 Understand the diversity of cultures among the people living in Africa.</p> <p>SS7G4.a Explain how an ethnic group differs from a religious group.</p> <p>SS7G4.b Describe the wide variety of religious practices observed by the different ethnic populations in Africa.</p>
Unit 12 Lesson 2	Continuity and Change in Africa	<p>SS7H1 Understand the history of Africa: what has changed, and what has stayed the same.</p> <p>SS7H1.a Explain how European interference and exploitation, and the colonial partitioning of Africa created the conditions for conflict, civil war, and artificial political boundaries in Africa that continue to this day.</p> <p>SS7H1.b Explain how increasing nationalism and the rise of the Pan-African movement led to Kenya and Nigeria gaining independence.</p> <p>SS7H1.c Explain why and how the institution of apartheid was established in South Africa, and the roles of Nelson Mandela and F. W. de Klerk in dismantling it.</p>
Unit 12 Lesson 3	Africa Today	<p>SS7CG1 Compare and contrast the various methods citizens can use to participate in the government.</p> <p>SS7CG1.a Describe the different levels of citizen participation in autocratic governments versus democratic governments.</p> <p>SS7CG1.b Describe the fundamental principles of the two most common forms of democratic governments: parliamentary and presidential.</p> <p>SS7CG1.c Explain the roles and responsibilities of citizens of South Africa, Nigeria, and Kenya when choosing their leaders.</p>

Week	Title	Standards Covered
		<p>SS7CG2 Understand how unstable government can impact the ability of people in Africa to enjoy a good standard of living.</p> <p>SS7CG2.a Understand how access to essential services and supplies, such as education, health care, medicine, and food, is impacted by government instability.</p>
Module 5: Financial Literacy		
Unit 13: Financial Literacy		
Unit 13 Lesson 1	Financial Literacy	<p>SS7E10 Understand the importance of living within one's income to effectively manage one's personal money.</p> <p>SS7E10.a Understand that to acquire income, one must work, and that the income is limited.</p> <p>SS7E10.b Understand how to effectively use a budget to plan one's spending and saving.</p> <p>SS7E10.c Understand why saving is beneficial to one's finances.</p> <p>SS7E10.d Understand when to use credit, and what the consequences may be.</p>

Unit/ Lesson	Title	Standards Covered
Unit 1: Enduring Understandings and Introduction to Geography		
Unit 1 Lesson 1 (week 1)	Georgia's Enduring Understandings	N/A
Unit 1 Lesson 2 (week 2)	Introduction to Geography	N/A
Unit 2: The Geography of Georgia		
Unit 2 Lesson 1 (week 3)	Georgia's Geographic Regions	<p>SS8G1 Describe the geography and climate of Georgia.</p> <p>SS8G1.a Locate Georgia in regional, national, continental, and global maps.</p> <p>SS8G1.b Divide Georgia into five geographical regions in terms of location, climate, agriculture, and economic contribution.</p> <p>SS8G1.c Locate important geological features of Georgia and explain their significance. Include features such as the Fall Line, Okefenokee Swamp, the Appalachian Mountains, the Chattahoochee and Savannah Rivers, and the barrier islands.</p> <p>SS8G1.d Understand the significant role water plays in Georgia's development and economic growth.</p> <p>L6-8RHSS4: Understand the meaning of words and phrases as presented in text, specifically vocabulary used for history and social studies.</p>
Unit 2 Lesson 2 (week 4)	Georgia's First Inhabitants	<p>SS8H1 Consider how European exploration and colonization impacted the lives of Indigenous Americans living in Georgia.</p> <p>SS8H1.a Describe the lives of Indigenous Americans living in Georgia at the time European colonizers made contact; include aspects such as culture, food, weapons, tools, and shelter.</p>
Unit 2 Lesson 3 (week 5)	European Exploration of Georgia	<p>SS8H1 Consider how European exploration and colonization impacted the lives of Indigenous Americans living in Georgia.</p> <p>SS8H1.b Explain the motivations for European exploration and colonization of North America. Focus on the interests of Spain and Britain in the Southeastern area.</p> <p>SS8H1.c Consider how Spanish contact impacted the Indigenous Americans, including the explorations of Hernando DeSoto and the establishment of Spanish missions on the barrier islands.</p>

Unit/ Lesson	Title	Standards Covered
Unit 3: Colonial Georgia		
Unit 3 Lesson 1 (week 6)	The Founding of Colonial Georgia	<p>SS8H2 Study and understand Georgia's colonial history.</p> <p>SS8H2.a Explain how the Charter of 1732 was important to the history of Georgia, including the reasons for settlement. Reasons could be related to philanthropy, economics, and defense.</p> <p>SS8H2.b Explain how the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove was influential in the establishment of the city of Savannah, located at Yamacraw Bluff.</p> <p>SS8H2.e Provide examples of the goods and services that could be found in colonial Georgia.</p>
Unit 3 Lesson 2 (week 7)	From Trustee to Royal Colony	<p>SS8H2 Study and understand Georgia's colonial history.</p> <p>SS8H2.c Consider how the diversity of groups coming to Georgia, such as Jews, Salzburger, Highland Scots, and Malcontents, contributed to the settling of Georgia during the trustee period.</p> <p>SS8H2.d Explain how Georgia transitioned into being a royal colony. Include aspects such as land ownership, slavery, alcohol, and government.</p> <p>SS8H2.e Provide examples of the goods and services that could be found in colonial Georgia.</p>
Unit 4: From Revolution to Statehood		
Unit 4 Lesson 1 (week 8)	From Revolution to Statehood	<p>SS8H3 Explain the contributions Georgia made in the American revolutionary era.</p> <p>SS8H3.a Explain how Georgia was affected by the causes of the American Revolution. Consider factors such as the French and Indian War, the Proclamation of 1763, and the Stamp Act.</p> <p>SS8H3.c Understand the importance of the Loyalists and the Patriots during the Revolutionary War and the roles they played. Consider the Battle of Kettle Creek and the Siege of Savannah.</p>
Unit 4 Lesson 2 (week 9)	The Declaration of Independence	<p>SS8H3 Explain the contributions Georgia made in the American revolutionary era.</p> <p>SS8H3.b Understand the three parts of the Declaration of Independence</p>

Unit/ Lesson	Title	Standards Covered
		(preamble, grievances, and declaration) and be able to identify the three signers of the Declaration originating from Georgia.
Unit 4 Lesson 3 (week 10)	The Articles of Confederation	<p>SS8H3 Explain the contributions Georgia made in the American revolutionary era.</p> <p>SS8H3.c Understand the importance of the Loyalists and the Patriots during the Revolutionary War and the roles they played. Consider the Battle of Kettle Creek and the Siege of Savannah.</p> <p>SS8H3.d Understand how the Articles of Confederation was not sufficient for the newly formed United States, and how those weaknesses lead to the creation of a new federal Constitution.</p>
Unit 5: Westward Expansion		
Unit 5 Lesson 1 (week 11)	Growth and Change in Georgia	<p>SS8H4 Provide examples of factors that significantly affected westward expansion in Georgia between 1789 and 1840 and explain in what ways they affected expansion.</p> <p>SS8H4.a Explain why the University of Georgia was established and why Georgia's capitals moved westward.</p> <p>SS8H4.b Evaluate how land policies such as the headright system, land lotteries, and the Yazoo Land Fraud impacted Georgia.</p>
Unit 5 Lesson 2 (week 12)	The Indian Removal Act's Impact on the Cherokee People of Georgia	<p>SS8H4 Provide examples of factors that significantly affected westward expansion in Georgia between 1789 and 1840 and explain in what ways they affected expansion.</p> <p>SS8H4.d Explain the role of William McIntosh in Georgia's removal of the native Muscogee (Creek) people.</p> <p>SS8H4.e Analyze how historical figures such as John Ross, John Marshall, and Andrew Jackson, along with events such as the Dahlonega Gold Rush and Worcester v. Georgia led to the forceful removal of the Cherokee people from Georgia, later known as the Trail of Tears.</p>
Unit 5 Lesson 3 (week 13)	Technology and Growth in Georgia	<p>SS8H4 Provide examples of factors that significantly affected westward expansion in Georgia between 1789 and 1840 and explain in what ways they affected expansion.</p> <p>SS8H4.c Explain how Georgia's growth as a state was impacted by significant technologies such as the cotton gin and railroads.</p>

Unit/ Lesson	Title	Standards Covered
Unit 6: The U.S. Civil War		
Unit 6 Lesson 1 (week 14)	Causes of the Civil War	<p>SS8H5 Analyze how the American Civil War affected Georgia's development.</p> <p>SS8H5.a Explain how significant issues and events contributed to the start of the Civil War, such as slavery, states' rights, nullification, the Compromise of 1850 and the Georgia Platform, the Dred Scott case, the election of Abraham Lincoln in 1860, and the debate over secession in Georgia.</p>
Unit 6 Lesson 2 (week 15)	The Civil War	<p>SS8H5 Analyze how the American Civil War affected Georgia's development.</p> <p>SS8H5.b Explain the impacts Georgia made in the Civil War, including events such as the Union blockade of Georgia's coast, the Emancipation Proclamation, the Battle of Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville prison.</p>
Unit 6 Lesson 3 (week 16)	The End of the Civil War	<p>SS8H5 Analyze how the American Civil War affected Georgia's development.</p> <p>SS8H5.b Explain the impacts Georgia made in the Civil War, including events such as the Union blockade of Georgia's coast, the Emancipation Proclamation, the Battle of Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville prison.</p>
Unit 7: Reconstruction After the Civil War		
Unit 7 Lesson 1 (week 17)	Plans for Reconstruction After the War	<p>SS8H6 Analyze how Reconstruction changed Georgia.</p> <p>SS8H6.a Explain how the 13th, 14th, and 15th Amendments affected Reconstruction in Georgia.</p> <p>SS8H6.b Identify and explain the most important features of the Lincoln, Johnson, and Congressional Reconstruction plans.</p>
Unit 7 Lesson 2 (week 18)	Reconstruction and Georgia	<p>SS8H6 Analyze how Reconstruction changed Georgia.</p> <p>SS8H6.c Analyze the goals of the Freedmen's Bureau and the Ku Klux Klan, compare and contrast their intentions, and explain their outcomes.</p> <p>SS8H6.d Understand the reasons for the removal of African American legislators from the Georgia general assembly during Reconstruction, and describe the effect.</p> <p>SS8H6.e Describe what goods and services could be found in Reconstruction era Georgia, including those provided by sharecropping and tenant farming.</p>

Unit/ Lesson	Title	Standards Covered
Unit 8: The New South		
Unit 8 Lesson 1 (week 19)	The New South Era	<p>SS8H7 Identify important political, social and economic changes that Georgia experienced during the New South era.</p> <p>SS8H7.a Identify significant individuals, groups, and events and how they shaped the New South; examples should include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.</p>
Unit 8 Lesson 2 (week 20)	Political, Social, and Economic Changes in the New South	<p>SS8H7 Identify important political, social and economic changes that Georgia experienced during the New South era.</p> <p>SS8H7.b Analyze how laws and court decisions, such as Jim Crow laws and Plessy v. Ferguson, and institutions such as disenfranchisement and racial violence, including the 1906 Atlanta Race Massacre, were used to deny African Americans of rights.</p> <p>SS8H7.d Examine the ways in which the case of Leo Frank exemplified the antisemitism and racial prejudice common at the time.</p>
Unit 8 Lesson 3 (week 21)	Equality and Rights in Georgia	<p>SS8H7 Identify important political, social and economic changes that Georgia experienced during the New South era.</p> <p>SS8H7.c Explain how significant figures in history such as Booker T. Washington, W. E. B. Du Bois, and Alonzo Herndon made contributions to advancing the rights of African Americans in the New South Era.</p>
Unit 9: 20th Century Georgia		
Unit 9 Lesson 1 (week 22)	Georgia Enters the 20th Century	<p>SS8H8 Analyze the roles Georgia played in significant events occurring starting from World War I and through the Great Depression.</p> <p>SS8H8.a Explain the ways in which Georgia contributed to World War I.</p> <p>SS8H8.b Explain the economic and environmental factors that contributed to the Great Depression. Examples should include boll weevils and drought.</p> <p>SS8H8.d Explain how President Roosevelt was connected to Georgia. Include his visits to Warm Springs and how he impacted the state.</p>
Unit 9 Lesson 2 (week 23)	The New Deal	<p>SS8H8 Analyze the roles Georgia played in significant events occurring starting from World War I and through the Great Depression.</p>

Unit/ Lesson	Title	Standards Covered
		SS8H8.c Explain the opposition to the New Deal programs headed by Eugene Talmadge.
Unit 9 Lesson 3 (week 24)	Georgia and World War II	<p>SS8H9 Explain the contributions Georgia made in World War II.</p> <p>SS8H9.a Explain how events such as the Lend-Lease Act and the bombing of Pearl Harbor lead to American involvement in World War II.</p> <p>SS8H9.b Understand the purpose of the Bell Bomber plant, military bases, and the Savannah and Brunswick shipyards and how they economically impacted Georgia.</p> <p>SS8H9.c Explain how Richard Russell and Carl Vinson contributed economically and militarily to Georgia.</p>
Unit 9 Lesson 4 (week 25)	Georgia's Growth After WWII	<p>SS8H10 Understand how Georgia developed in the period following World War II.</p> <p>SS8H10.a Explain how advancements in technology changed agriculture in Georgia as well as created a population shift.</p> <p>SS8H10.b Explain how Georgia was impacted by the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr.</p> <p>SS8H10.c Explain how the end of the white primary and the 1946 governor's race were linked.</p>
Unit 10: Civil Rights Movement		
Unit 10 Lesson 1 (week 26)	The Fight for Civil Rights	<p>SS8H11 Explain how Georgia contributes to the modern day Civil Rights Movement.</p> <p>SS8H11.a Explain the reaction from Georgia in response to the ruling of Brown v. Board of Education, including the 1956 flag and the Sibley Commission.</p>
Unit 10 Lesson 2 (week 27)	The Civil Rights Movement in Georgia	<p>SS8H11 Explain how Georgia contributes to the modern day Civil Rights Movement.</p> <p>SS8H11.b Explain how the Civil Rights movement was impacted by significant figures such as Martin Luther King Jr. and John Lewis, groups such as SNCC</p>

Unit/ Lesson	Title	Standards Covered
		and SCLC, and events such as the Albany Movement and the March of Washington.
Unit 10 Lesson 3 (week 28)	Outcomes of the Civil Rights Movement in Georgia	<p>SS8H11 Explain how Georgia contributes to the modern day Civil Rights Movement.</p> <p>SS8H11.b Explain how the Civil Rights movement was impacted by significant figures such as Martin Luther King Jr. and John Lewis, groups such as SNCC and SCLC, and events such as the Albany Movement and the March of Washington.</p> <p>SS8H11.c Explain the ways in which the 1964 Civil Rights Act met resistance. Emphasize the role of Lester Maddox.</p>
Unit 11: Modern Georgia		
Unit 11 Lesson 1 (week 29)	Georgia Enters the Modern Era	<p>SS8H12 Explain how 20th century developments in Georgia are significant.</p> <p>SS8H12.a Explain how Georgia has been impacted by the continued development of Atlanta under mayors Maynard Jackson and Andrew Young.</p> <p>SS8H12.b Describe how Jimmy Carter impacted Georgia in his roles as state senator, governor, president, and past president.</p> <p>SS8E1 Describe the four forms of transportation (road, air, water, and rail) present in Georgia and how they contribute to the development and growth of the state's economy.</p>
Unit 11 Lesson 2 (week 30)	Georgia in the 21st Century	<p>SS8H12 Explain how 20th century developments in Georgia are significant.</p> <p>SS8H12.c Evaluate how hosting the 1996 Olympics has impacted Georgia both short-term and long-term. Include aspects such as economic and population growth.</p> <p>SS8H12.d Understand the role Georgia plays in the national and global economy in the 21st century. Include aspects such as tourism, Savannah port expansion, and the film industry.</p> <p>SS8E1 Describe the four forms of transportation (road, air, water, and rail) present in Georgia and how they contribute to the development and growth of the state's economy.</p>

Unit/ Lesson	Title	Standards Covered
Unit 12: Georgia's Judicial Branch and the Juvenile Justice System		
Unit 12 Lesson 1 (week 31)	The Government of Georgia	<p>SS8CG1 Explain the foundational principles of Georgia's government.</p> <p>SS8CG1.a Explain the basic structure of the state constitution of Georgia. Include elements such as the preamble, bill of rights, articles, and amendments. Explain its relationship to the United States Constitution.</p> <p>SS8CG1.b Explain the concepts of separation of powers and checks and balances. Describe how those are practiced in the three branches of Georgia's government.</p> <p>SS8CG1.c Describe the rights and responsibilities of every Georgian citizen according to the state constitution.</p> <p>SS8CG1.d Explain the qualifications one must meet to participate in elections in Georgia.</p> <p>SS8CG1.e Identify the four principles in the Pledge of Allegiance to the Georgia flag as wisdom, justice, moderation, and courage.</p> <p>SS8CG2 Analyze the duties and responsibilities of the legislative branch in Georgia.</p> <p>SS8CG2.a Explain the qualifications one must meet to be a member of the General Assembly, as well as the role it plays as the law-making body of Georgia.</p> <p>SS8CG2.b Describe the duties and responsibilities of the committee system in the Georgia General Assembly.</p> <p>SS8CG2.c Describe the steps taken to make a new law in Georgia.</p> <p>SS8CG2.d Describe how the state government gets funding and how it decides how to spend its money.</p> <p>SS8CG3 Understand the duties and responsibilities of the executive branch in the Georgia state government.</p> <p>SS8CG3.a Explain the qualifications one must meet to be governor and lieutenant governor for the state of Georgia and their duties and responsibilities in the state executive branch.</p> <p>SS8CG3.b Describe how the executive branch is able to perform its roles by establishing state agencies that administer programs and enforce laws.</p> <p>SS8CG4 Understand the duties and responsibilities of the judicial branch in the Georgia state government.</p> <p>SS8CG4.a Explain how judges are selected in the state of Georgia.</p>

Unit/ Lesson	Title	Standards Covered
		<p>SS8CG4.b Understand that the two duties of the judicial branch are to interpret the laws of Georgia and administer justice in the legal system.</p> <p>SS8CG4.c Explain how criminal law differs from civil law.</p> <p>SS8CG4.d Describe the process of the adult criminal justice system beginning with arrest.</p> <p>SS8CG5 Explain how juvenile offenders are handled in Georgia's court system.</p> <p>SS8CG5.a Understand the difference between delinquent and unruly behavior and the consequences of each.</p> <p>SS8CG5.b Explain what rights juveniles in the juvenile justice system enjoy.</p> <p>SS8CG5.c Explain the process of the juvenile justice system starting with when a juvenile is first taken into custody.</p> <p>SS8CG6 Understand the role local governments take in the wider governance of Georgia.</p> <p>SS8CG6.a Explain the origin and purpose of different forms of government in Georgia. This includes city, county, and special-purpose governments.</p> <p>SS8CG6.b Explain how local governments receive funding and how decisions are made to spend that money.</p>
Unit 13: Financial Literacy		
Unit 13 Lesson 1 (week 32)	Personal Financial Fitness	<p>SS8E3 Explain the strategies one can use to effectively manage personal money.</p> <p>SS8E3.a Explain that the starting point for one's personal finances is their income.</p> <p>SS8E3.b Describe why one would want to use a household budget, and what the benefits are.</p> <p>SS8E3.c Describe why one would want to invest in their savings, and what the benefits of doing so are.</p> <p>SS8E3.d Describe why one would want to take on debt, and what the risks are.</p>