

Focus St	andard 1: Choices Have Consequences	Week	
1.1	The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures	Week 2 Authority Figures Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 9 Characteristics of Responsible Citizens Week 12 National Patriotic Holidays Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time	
1.2	The student will analyze the context and draw conclusions about choices and consequences.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 26 Transportation Over Time	
1.3	The student will investigate and connect examples of choices and consequences with contemporary issues.	Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 9 Characteristics of Responsible Citizens Week 25 Inventors Week 26 Transportation Over Time	
1.4	The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.	Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together	
	Competencies "The student"		
Cultural	feels good about themselves without being mean or making others feel bad	Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens	
Guiturai	likes being around people who are alike and different from themselves, and can be friendly to everyone	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 7 Learning and Working Together	





		Week 8 Citizens Week 27 Culture
	Knows when people are being treated unfairly	Week 7 Learning and Working Together
	Can and will do something when they see unfairness	Week 7 Learning and Working Together Week 9 Characteristics of Responsible Citizens
	Says something or tells an adult if someone is being hurtful and will do their part to be kind even if they don't like something said or done	Week 2 Authority Figures Week 3 What are Rules? Week 7 Learning and Working Together
Social	Demonstrates an understanding that making mistakes is normal	Week 7 Learning and Working Together
Emotional Character	Asks for help when needed	Week 2 Authority Figures Week 7 Learning and Working Together
Development	Demonstrates helping behaviors to those who feel hurt or sad	Week 7 Learning and Working Together
History	uses personal experience and observations to gain information	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 20 Calendars Week 21 Words About Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time





		Week 27 Culture Week 28 Holidays Around the World Week 29 Needs and Wants Week 31 Jobs Week 32 Spending and Saving
	compares and contrasts experiences and traditions	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 4 What are Laws? Week 6 Important Documents Week 7 Learning and Working Together Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time Week 27 Culture Week 28 Holidays Around the World
	identifies and predicts choices and consequences	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 9 Characteristics of Responsible Citizens Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time
Civic/Govern ment	follows classroom rules and agreed upon rules for discussion	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens
	participates in collective decision-making.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 5 Government Week 6 Important Documents





		Week 7 Learning and Working Together Week 8 Citizens
	makes choices based on understanding consequences	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens
	creates and uses mental maps of the classroom and school	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
Geography	makes general observations about place and relative location.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map
	draws a map and gives directions of classroom and school.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
	makes choices and understands consequences of spending and saving	Week 30 Economics Week 32 Spending and Saving
Economic	makes choices about sharing resources with others	Week 30 Economics Week 31 Jobs
	explains and gives examples about their personal wants and needs	Week 29 Needs and Wants



Focus Standard 2:	Individuals have rights and responsibilities.	Week	
2.1	The student will recognize and evaluate the rights and responsibilities of people living in societies.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens	
2.2	The student will analyze the context and draw conclusions about rights and responsibilities.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History	
2.3	The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.	Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens	
2.4	The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.	Week 2 Authority Figures Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History	
	Competencies "The student"		
Cultural	knows and likes who they are and can talk about their family and themselves and names some of their group identities.	Week 1 Community Week 3 Rules and Laws Week 8 Citizens Week 13 National Patriotic Holidays Week 25 Culture Week 26 Folktales and Legends	
	knows about other people and how everyone's lives and experiences are the same and	Week 25 Culture Week 26 Folktales and Legends	

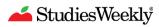


	different	
	knows their friends have many identities, but they are always still just themselves.	Week 25 Culture
	speaks up or does something if people are being unfair, even if their friends do not	Week 9 Characteristics of Responsible Citizens
	says something or tells an adult if someone is being hurtful, and will do their part to be kind even if they don't like something they say or do.	Week 9 Characteristics of Responsible Citizens
	describes mistakes as normal and opportunities to learn	#N/A
Social Emotional Character Development	demonstrates respectful refusal skills	Week 9 Characteristics of Responsible Citizens
Development	recognizes when someone needs help and offers help	Week 9 Characteristics of Responsible Citizens
	creates a family timeline using multiple events	Week 20 Calendars
	compares and contrasts family historical events or experiences	Week 20 Calendars Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time Week 25 Culture
History	analyzes a problem or dilemma focusing on a right or responsibility	Week 6 Founders Week 7 Important Documents Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
	identifies specific rights and responsibilities from history	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 23 Life Long Ago and Today
Civio/Covers	participates in creating classroom rules	Week 3 Rules and Laws Week 4 Government Week 8 Citizens
Civic/Government	interacts and communicates with diverse partners in a responsible manner	Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible



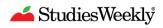


		Citizens
	examines and analyzes character traits in a successful leader (family, classroom, school)	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 6 Founders Week 8 Citizens Week 9 Characteristics of Responsible Citizens
	describes the purposes of maps and globes and use them to locate major features	Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Plac Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
Geography	identifies their own home address and locations important to them	Week 14 Map Skills Week 15 Location Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
	draws a map with man-made and natural features	Week 14 Map Skills Week 16 Physical Characteristics of a Plac Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
	describes a responsibility in providing wants and needs	Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices
Economic	describes responsibilities of jobs they might like to have	Week 30 Jobs Week 31 Workers Contribute to the Economy
	understands the concept of ownerships and associated responsibilities	Week 32 Spending and Saving



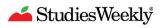


Focus Standard	4: Individuals have rights and responsibilities.	Week	
4.1	The student will recognize and evaluate continuity and change over time	Week 2 Timelines Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures	
4.2	The student will analyze the context and draw conclusions about continuity and change	Week 6 Important Documents Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures	
4.3	The student will investigate and connect continuity and change to a contemporary issue.	Week 11 Citizenship Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures	
4.4	The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.	Week 11 Citizenship Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures	
	Competencies "The stud	dent"	
	talks about interesting and healthy ways that some people, who share their group identities, live their lives.	Week 3 I Belong to a Community Week 16 Patriotic Holidays Week 23 Culture Week 31 Solving Problems in Your Community	
Cultural	talks about interesting and healthy ways that some people, who share their group identities, live their lives.	Week 11 Citizenship Week 16 Patriotic Holidays Week 22 Movement Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures	
	wants to know about other people and how everyone's lives and experiences are the same and different.	Week 5 Principles of Democracy Week 11 Citizenship Week 15 Memorials and Monuments Week 23 Culture Week 24 Regions of the World Week 31 Solving Problems in Your Community Week 32 Historical Figures	
	knows some true stories about how people have been treated badly because of their	Week 5 Principles of Democracy Week 11 Citizenship	



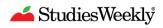


	group identities, and recognize why it's unfair.	Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 23 Culture Week 31 Solving Problems in Your Community
	cares about those who are treated unfairly	Week 5 Principles of Democracy Week 11 Citizenship Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
	approaches a challenging task understanding that ability grows with effort	Week 31 Solving Problems in Your Community Week 32 Historical Figures
Social Emotional	communicates needs or wants to adults in a respectful manner.	Week 11 Citizenship Week 31 Solving Problems in Your Community
Character Development	demonstrates an awareness of others' feelings and perspectives.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community
	compares societies in the past to societies today using primary and secondary sources.	Week 1 Sources Week 6 Important Documents Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 14 Founders Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
History	compares different accounts of the same event within a society.	Week 1 Sources Week 6 Important Documents Week 14 Founders Week 31 Solving Problems in Your Community Week 32 Historical Figures
	describes the connections between historical events and other relevant ideas and concepts from various perspectives.	Week 1 Sources Week 6 Important Documents Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 31 Solving Problems in Your Community Week 32 Historical Figures
Civic/Government	describes the roles of people in authority within past and present societies.	Week 4 Rules and Laws Week 5 Principles of Democracy





		Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 14 Founders Week 31 Solving Problems in Your Community Week 32 Historical Figures
	describes the roles of people in authority within past and present societies.	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 16 Patriotic Holidays Week 31 Solving Problems in Your Community Week 32 Historical Figures
	explains how people work together to accomplish common tasks in past and present societies.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 14 Founders Week 16 Patriotic Holidays Week 31 Solving Problems in Your Community Week 32 Historical Figures
Geography	describes how geography impacts human activity and how human activity impacts the geography in past and present societies.	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World Week 26 Economic Activity Week 31 Solving Problems in Your Community
	uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment

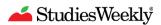




		Week 22 Movement Week 24 Regions of the World Week 26 Economic Activity Week 31 Solving Problems in Your Community
	observes and records geographic information.	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World Week 26 Economic Activity Week 31 Solving Problems in Your Community
	recognizes that scarcity of something increases its value (supply and demand) in past and present societies.	Week 25 Needs, Wants, and Resources Week 30 More Economic Principles Week 31 Solving Problems in Your Community
Economic	explains how scarcity necessitates decision-making.	Week 25 Needs, Wants, and Resources Week 27 Economic Choices Week 30 More Economic Principles Week 31 Solving Problems in Your Community
	compares and contrasts the need or use of barter/trade and money in past and present societies	Week 25 Needs, Wants, and Resources Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles



	dard 3: Societies are shaped by the beliefs, and practices of Individuals and groups.	Week
3.1	The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 21 Migration Week 22 Timelines Week 23 Using Charts, Maps, and Data Week 25 People who Influence Communities Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use Week 29 Producers and Consumers Week 30 Community Interdependence Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
3.2	The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 22 Timelines Week 23 Using Charts, Maps, and Data Week 25 People who Influence Communities Week 26 Problem Solving Week 27 Eyewitness to Change Over Time



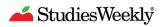


		Week 28 Urban, Suburban, and Rural land Use Week 29 Producers and Consumers Week 30 Community Interdependence Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
3.3	The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 12 We the People Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 25 People who Influence Communities Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use Week 32 Inquiry - Interdependence in your Community
3.4	The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 12 We the People Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 25 People who Influence Communities Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 32 Inquiry - Interdependence in your Community
	Competer	ncies "The student"
Cultural	knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places	Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 12 We the People Week 13 Inquiry Week 18 Regions Part 1 Week 19 Regions Part 2 Week 24 Communities Over Time Week 26 Problem Solving Week 28 Urban, Suburban, and Rural land Use Week 32 Inquiry - Interdependence in your Community





	wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.	Week 1 Developing Inquiries Week 2 Sources Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 12 We the People Week 13 Inquiry Week 25 People who Influence Communities Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 28 Urban, Suburban, and Rural land Use Week 32 Inquiry - Interdependence in your Community
	recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
	works with friends and family to make our school and community fair for everyone.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community
	identifies times when their effort and energy were strong and times when it was lacking.	Week 5 Engage in Your Own Inquiry
Social Emotional Character Developmen t	demonstrates the ability to express feelings in a respectful manner.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community
	describes the importance of understanding perspective.	Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 12 We the People Week 13 Inquiry Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 32 Inquiry - Interdependence in your Community

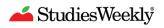




History	creates and uses a timeline of their community	Week 5 Engage in Your Own Inquiry Week 22 Timelines Week 24 Communities Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
	describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.	Week 2 Sources Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 9 Important Documents Week 12 We the People Week 13 Inquiry Week 21 Migration Week 22 Timelines Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
	uses information to frame important historical questions.	Week 1 Developing Inquiries Week 2 Sources Week 5 Engage in Your Own Inquiry Week 9 Important Documents Week 13 Inquiry Week 22 Timelines Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
	evaluates events from multiple perspectives	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 12 We the People Week 13 Inquiry Week 22 Timelines Week 24 Communities Over Time Week 26 Problem Solving Week 27 Eyewitness to Change Over Time Week 32 Inquiry - Interdependence in your Community
Civic/Govern ment	seeks opportunities and demonstrates characteristics of leadership such as being	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 7 Purposes of Government



	trustworthy, fair-minded, and forward-thinking.	Week 8 Government Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community
	demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 12 We the People Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community
	identifies common problems or needs within the school or community and takes informed action.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 12 We the People Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community
	observes, explores, and compares human and physical characteristics of the community to create maps.	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use Week 32 Inquiry - Interdependence in your Community
Geography	reads maps to analyze change in a community.	Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 28 Urban, Suburban, and Rural land Use
	creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 32 Inquiry - Interdependence in your Community
F	explains how location impacts supply and demand.	Week 21 Migration Week 29 Producers and Consumers Week 30 Community Interdependence
Economic	analyzes the cost benefit of a community decision.	Week 29 Producers and Consumers Week 32 Inquiry - Interdependence in your Community



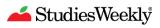


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recognizes opportunity costs. N/A

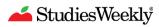


Focus Sta	andard 5: Relationships among people, p	laces, ideas, and environments are dynamic.
5.1	The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.	Week 1 Kansas' Prehistoric Land Week 5 Early American Indians Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 10 American Indian Removal to Kansas Week 11 Westward Movement Week 12 Early Transportation Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 17 Railroads in Kansas Week 18 Cattle Trade in Kansas Week 19 Pioneer Life in Kansas Week 20 Crime on the Frontier Week 21 Great Inventions Week 22 WWI to WWII Week 23 Kansas State Government Week 24 The Constitution Week 25 Business, Farming, and Industry Week 26 Recreation and Places to See Week 27 Famous People of Kansas
5.2	The student will analyze the context and draw conclusions about dynamic relationships.	Week 5 Early American Indians Week 8 Lewis and Clark Week 10 American Indian Removal to Kansas Week 12 Early Transportation Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 17 Railroads in Kansas Week 18 Cattle Trade in Kansas Week 19 Pioneer Life in Kansas Week 20 Crime on the Frontier Week 21 Great Inventions Week 22 WWI to WWII Week 23 Kansas State Government



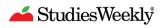


5.3	The student will investigate and connect dynamic relationships to contemporary issues.	Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas
5.4	The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.	
	Competencies "Th	ne student"
	explains their family history and culture, and about current and past contributions of people in their main identity groups.	Week 10 American Indian Removal to Kansas Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 17 Railroads in Kansas Week 18 Cattle Trade in Kansas Week 19 Pioneer Life in Kansas Week 21 Great Inventions Week 22 WWI to WWII Week 25 Business, Farming, and Industry Week 26 Recreation and Places to See Week 27 Famous People of Kansas Week 28 Legends and Lore of Kansas
Cultural	uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.	Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 18 Cattle Trade in Kansas Week 22 WWI to WWII Week 28 Legends and Lore of Kansas
	describes how life is easier for some people and harder for others based on who they are and where they were born.	Week 10 American Indian Removal to Kansas Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 19 Pioneer Life in Kansas
	works with their friends and family to make their school and community fair for everyone, and works hard and cooperates to achieve goals.	Week 23 Kansas State Government





Social Emotional Character Development	provides examples of how effort relates to accomplishing a challenging task and demonstrates the concept regularly.	
	demonstrates the ability to express their wants, needs, thoughts, and feelings while respecting what others want, need, think, and feel.	Week 16 Immigrants to Kansas
	demonstrates listening strategies.	
History	frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.	Week 1 Kansas' Prehistoric Land Week 2 Regions of Kansas Week 3 Waterways of Kansas Week 4 Climate and Resources Week 5 Early American Indians Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 10 American Indian Removal to Kansas Week 11 Westward Movement Week 12 Early Transportation Week 13 Kansas-Nebraska Act Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 17 Railroads in Kansas Week 18 Cattle Trade in Kansas Week 19 Pioneer Life in Kansas Week 20 Crime on the Frontier Week 21 Great Inventions Week 22 WWI to WWII Week 27 Famous People of Kansas
	analyzes multiple perspectives.	Week 14 Statehood and Civil War Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 19 Pioneer Life in Kansas Week 22 WWI to WWII
	recognizes the source and context of primary sources.	Week 8 Lewis and Clark Week 14 Statehood and Civil War
	understands relationships among people, places, ideas, and	Week 2 Regions of Kansas Week 3 Waterways of Kansas





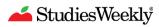
	environments determine regions of the United States	Week 5 Early American Indians Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 11 Westward Movement Week 14 Statehood and Civil War Week 15 Conflicts with American Indians
	explains how individuals demonstrate good citizenship skills.	Week 24 The Constitution
	takes responsibility for obeying rules and helping others.	Week 24 The Constitution
Civic/Governmen t	participates in group decision-making through consensus.	Week 24 The Constitution
	engages effectively in a range of collaborative discussions with diverse partners, building on the ideas of others, and expressing their own clearly.	
Geography	uses mapping skills to identify people, places, and environments in the regions of the United States.	Week 2 Regions of Kansas Week 4 Climate and Resources Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 10 American Indian Removal to Kansas Week 11 Westward Movement Week 13 Kansas-Nebraska Act Week 15 Conflicts with American Indians Week 16 Immigrants to Kansas Week 19 Pioneer Life in Kansas Week 20 Crime on the Frontier Week 28 Legends and Lore of Kansas
	reads various types of map grid systems, symbols, legends, scales, etc.	Week 3 Waterways of Kansas Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 11 Westward Movement Week 13 Kansas-Nebraska Act Week 15 Conflicts with American Indians



	determines absolute and relative	Week 17 Railroads in Kansas Week 19 Pioneer Life in Kansas Week 25 Business, Farming, and Industry Week 7 The Louisiana Purchase
	location of places.	Week 8 Lewis and Clark
	uses charts, graphs, and tables to gather information.	Week 2 Regions of Kansas Week 3 Waterways of Kansas Week 4 Climate and Resources Week 5 Early American Indians Week 6 Spanish and French Explorers Week 7 The Louisiana Purchase Week 8 Lewis and Clark Week 9 The Pike and Long Expeditions Week 10 American Indian Removal to Kansas Week 11 Westward Movement Week 12 Early Transportation Week 13 Kansas-Nebraska Act Week 19 Pioneer Life in Kansas Week 20 Crime on the Frontier Week 23 Kansas State Government Week 25 Business, Farming, and Industry Week 28 Legends and Lore of Kansas
	explains the production, distribution, and consumption of a product	Week 3 Waterways of Kansas Week 18 Cattle Trade in Kansas Week 21 Great Inventions
Economic	discusses opportunity cost in regards to choices made in different regions of the country.	Week 8 Lewis and Clark Week 22 WWI to WWII
	defines the characteristics of a market economy (private property, voluntary exchange, competition, etc.).	Week 25 Business, Farming, and Industry

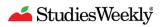


Focus Sta	ndard 1: Choices Have Consequences	Week
1.1	The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 29 The Bill of Rights Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
1.2	The student will analyze the context and draw conclusions about choices and consequences.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 29 The Bill of Rights Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States



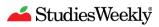


1.3	The student will investigate and connect examples of choices and consequences with contemporary issues.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 18 Consequences of the French and Indian War Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution
1.4	The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 18 Consequences of the French and Indian War Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 32 Guided Inquiry: Changes in the United States
Focus St	andard 2: Individuals have rights and responsibilities.	Week
2.1	The student will recognize and evaluate the rights and responsibilities of people living in societies.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 32 Guided Inquiry: Changes in the United States
2.2	The student will analyze the context and draw conclusions about rights and responsibilities.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World



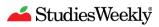


		Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 32 Guided Inquiry: Changes in the United States
2.3	The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 27 The Founders and the Process
2.4	The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 27 The Founders and the Process Week 32 Guided Inquiry: Changes in the United States
	d 3: Societies are shaped by the identities, d practices of Individuals and groups.	Week
3.1	The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The Military Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States





3.2	The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
3.3	The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 27 The Founders and the Process Week 28 The Constitution
3.4	The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States

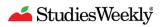




Focus St	andard 4: Individuals have rights and responsibilities.	Week
The student will recognize and eva continuity and change over time		Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 18 Consequences of the French and Indian War Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
4.2	The student will analyze the context and draw conclusions about continuity and change	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 18 Consequences of the French and Indian War Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
4.3	The student will investigate and connect continuity and change to a contemporary issue.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 22 Guided Inquiry: The Road to Revolution
The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and		Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 22 Guided Inquiry: The Road to Revolution

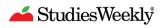


argument.		Week 32 Guided Inquiry: Changes in the United States
Focus Standard 5: : Relationships among people, places ideas, and environments are dynamic.		Week
5.1	The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
5.2	The student will analyze the context and draw conclusions about dynamic relationships.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process





			Week 28 The Constitution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
	5.3	The student will investigate and connect dynamic relationships to contemporary issues.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution
	5.4	The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
		Competencies "The	ne student"
	History	discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 26 Outcomes of the American Revolution Week 32 Guided Inquiry: Changes in the United States
	Tilotory	discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World





	Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 26 Outcomes of the American Revolution Week 28 The Constitution Week 32 Guided Inquiry: Changes in the United States
identifies corroboration or points of agreement or disagreement across multiple sources.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 32 Guided Inquiry: Changes in the United States
analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution



		Week 28 The Constitution Week 32 Guided Inquiry: Changes in the United States
	distinguishes the responsibilities and powers of the branches of government.	Week 27 The Founders and the Process Week 28 The Constitution Week 30 The New Nation
	discusses key United States Constitutional concepts and principles.	Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation
	explains how people make rules to create responsibilities and protect freedoms.	Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights
	applies civic virtues and democratic principles in the school setting.	Week 27 The Founders and the Process Week 28 The Constitution
Civics/Govern ment	identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation Week 32 Guided Inquiry: Changes in the United States
	participates appropriately in discussions with individuals with whom they disagree.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 32 Guided Inquiry: Changes in the United States
Cultural	demonstrates pride about their identity without making someone else feel badly about who they are.	



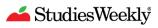
	identifies and connects to other people and knows how to talk, work, and play with others even when they are different or when they disagree.	
	understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 20 The Actions of the Colonies Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
	knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution Week 32 Guided Inquiry: Changes in the United States
	pays attention to how people (including themself) are treated, and tries to treat others how they like to be treated.	
Economic	asks economic questions.	Week 1 Developing Questions and Planning Inquiries Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies



		Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
	analyzes economic information from a variety of sources.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
	answers economic questions by organizing and presenting economic information in various modes of communication.	Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires Week 22 Guided Inquiry: The Road to Revolution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
	demonstrates economic decision-making skills	
Geography	asks geographic questions.	Week 1 Developing Questions and Planning Inquiries Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life



	Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
acquires geographic information from a variety of sources.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
organizes and presents geographic information using a variety of methods and resources	Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 32 Guided Inquiry: Changes in the United States
analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.	Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 19 The Acts of Parliament





		Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 26 Outcomes of the American Revolution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
	demonstrates ways to increase their own self-confidence when facing challenging tasks.	Week 5 Engaging in Your Own Inquiry Week 32 Guided Inquiry: Changes in the United States
Social	explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry
Emotional Character Development	demonstrates understanding and perspective by asking questions in a respectful manner.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States



Kansas Social Studies SCOPE & SEQUENCE



Week	Title	Standards Covered
		Unit 1: Communities
1	I Am a Member of a Community	1.2 The student will analyze the context and draw conclusions about choices and consequences.
		Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		History: The student identifies and predicts choices and consequences
		Civic/Government: The student follows classroom rules and agreed upon rules for discussion
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
2	Authority Figures	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone
		Culture: The student says something or tells an adult if someone is being hurtful and will do their part to be kind even if they don't like something said or done
		Social Emotional / Character Development: The student asks for help when needed
		History: The student uses personal experience and observations to gain information





Week	Title	Standards Covered
		History: The student compares and contrasts experiences and traditions History: The student identifies and predicts choices and consequences
		Civic/Government: The student follows classroom rules and agreed upon rules for discussion
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
3	What are Rules?	1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
		Culture: The student says something or tells an adult if someone is being hurtful and will do their part to be kind even if they don't like something said or done
		History: The student uses personal experience and observations to gain information
		Civic/Government: The student follows classroom rules and agreed upon rules for discussion
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
4	What Are Laws?	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about





Wee	k Title	Standards Covered
		choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		Civic/Government: The student makes choices based on understanding consequences
		Unit 2:
5	Government	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		History: The student uses personal experience and observations to gain information
		History: The student identifies and predicts choices and consequences
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
6	Important Documents	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		History: The student uses personal experience and observations to gain





١	Week	Title	Standards Covered
			information
			History: The student compares and contrasts experiences and traditions
			History: The student identifies and predicts choices and consequences
			Civic/Government: The student follows classroom rules and agreed upon rules for discussion
			Civic/Government: The student participates in collective decision-making.
			Civic/Government: The student makes choices based on understanding consequences
	7	Learning and Working Together	1.2 The student will analyze the context and draw conclusions about choices and consequences.
			1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
			Culture: The student feels good about themselves without being mean or making others feel bad
			Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone
			Culture: The student knows when people are being treated unfairly
			Culture: The student can and will do something when they see unfairness
			Culture: The student says something or tells an adult if someone is being hurtful and will do their part to be kind even if they don't like something said or done
			Social Emotional / Character Development: The student demonstrates an understanding that making mistakes is normal
			Social Emotional / Character Development: The student asks for help when needed





Week	Title	Standards Covered
		Social Emotional / Character Development: The student demonstrates helping behaviors to those who feel hurt or sad
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		History: The student identifies and predicts choices and consequences
		Civic/Government: The student follows classroom rules and agreed upon rules for discussion
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
8	Citizens	1.2 The student will analyze the context and draw conclusions about choices and consequences.
		Culture: The student feels good about themselves without being mean or making others feel bad
		Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone
		History: The student uses personal experience and observations to gain information
		Civic/Government: The student follows classroom rules and agreed upon rules for discussion
		Civic/Government: The student participates in collective decision-making.
		Civic/Government: The student makes choices based on understanding consequences
9	Characteristics of Responsible Citizens	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about





Week	Title	Standards Covered
		choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		Culture: The student feels good about themselves without being mean or making others feel bad
		Culture: The student can and will do something when they see unfairness
		History: The student identifies and predicts choices and consequences
		Unit 3:
10	Patriotism	History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
11	National Symbols	History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
12	National Patriotic Holidays	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		Unit 4: Geography
13	Map Skills	History: The student uses personal experience and observations to gain information
		Geography: The student creates and uses mental maps of the classroom and school
		Geography: The student makes general observations about place and relative location.
		Geography: The student draws a map and gives directions of classroom





Week	Title	Standards Covered
		and school.
14	Location	History: The student uses personal experience and observations to gain information
		Geography: The student creates and uses mental maps of the classroom and school
		Geography: The student makes general observations about place and relative location.
		Geography: The student draws a map and gives directions of classroom and school.
15	Finding Places Around Me	History: The student uses personal experience and observations to gain information
		Geography: The student creates and uses mental maps of the classroom and school
		Geography: The student makes general observations about place and relative location.
		Geography: The student draws a map and gives directions of classroom and school.
16	Physical Characteristics of a Place	History: The student uses personal experience and observations to gain information
		Geography: The student makes general observations about place and relative location.
17	Weather	History: The student uses personal experience and observations to gain information
		Geography: The student makes general observations about place and relative location.
18	Human Characteristics of a Place	History: The student uses personal experience and observations to gain information
		Geography: The student makes general observations about place and relative location.





information Geography: The student creates and uses mental maps of the classro and school Geography: The student makes general observations about place and relative location. Geography: The student draws a map and gives directions of classrod and school. Unit 5: Time and Chronology Plistory: The student uses personal experience and observations to go information Words About Time History: The student uses personal experience and observations to go information Changes Over Time 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures History: The student uses personal experience and observations to go information History: The student uses personal experience and observations to go information History: The student compares and contrasts experiences and tradition	Week	Title	Standards Covered
and school Geography: The student makes general observations about place and relative location. Geography: The student draws a map and gives directions of classrod and school. Unit 5: Time and Chronology Plistory: The student uses personal experience and observations to gain formation Words About Time History: The student uses personal experience and observations to gain formation Changes Over Time 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures History: The student uses personal experience and observations to gain formation History: The student compares and contrasts experiences and tradition	19	My Place on the Map	History: The student uses personal experience and observations to gain information
relative location. Geography: The student draws a map and gives directions of classrod and school. Unit 5: Time and Chronology 20 Calendars History: The student uses personal experience and observations to gainformation 21 Words About Time History: The student uses personal experience and observations to gainformation 22 Changes Over Time 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures History: The student uses personal experience and observations to gainformation History: The student compares and contrasts experiences and tradition			Geography: The student creates and uses mental maps of the classroom and school
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Changes Over Time 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures History: The student uses personal experience and observations to gainformation History: The student compares and contrasts experiences and tradition	20	Calendars	History: The student uses personal experience and observations to gain information
consequences that have impacted our lives and futures History: The student uses personal experience and observations to gainformation History: The student compares and contrasts experiences and tradition	21	Words About Time	History: The student uses personal experience and observations to gain information
information History: The student compares and contrasts experiences and tradition	22	Changes Over Time	
			History: The student uses personal experience and observations to gain information
History: The student identifies and predicts choices and consequence			History: The student compares and contrasts experiences and traditions
			History: The student identifies and predicts choices and consequences
Unit 6: History			Unit 6: History
History 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures	23	History	
History: The student uses personal experience and observations to gainformation			History: The student uses personal experience and observations to gain information
History: The student compares and contrasts experiences and tradition			History: The student compares and contrasts experiences and traditions
History: The student identifies and predicts choices and consequence			History: The student identifies and predicts choices and consequences
Life Long Ago and Today 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures	24		





Week	Title	Standards Covered
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		History: The student identifies and predicts choices and consequences
25	Inventors	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		History: The student identifies and predicts choices and consequences
26	Transportation Over Time	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
		History: The student identifies and predicts choices and consequences
		Unit 7: Culture
27	Culture	Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone
		History: The student uses personal experience and observations to gain information
		History: The student compares and contrasts experiences and traditions
28	Holidays Around the World	History: The student uses personal experience and observations to gain information





Week	Title	Standards Covered
		History: The student compares and contrasts experiences and traditions Unit 8: Economics
29	Needs and Wants	History: The student uses personal experience and observations to gain information
		Economic: The student explains and gives examples about their personal wants and needs
30	Economics	Economic: The student makes choices and understands consequences of spending and saving
		Economic: The student makes choices about sharing resources with others
31	Jobs	History: The student uses personal experience and observations to gain information
		Economic: The student makes choices about sharing resources with others
32	Spending and Saving	History: The student uses personal experience and observations to gain information
		Economic: The student makes choices and understands consequences of spending and saving



Unit 1: Communities					
1	Community	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about			
		rights and responsibilities. Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.			
2	Authority Figures	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.			
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.			
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.			
	Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)				
3	Rules and Laws	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.			
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.			
		Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.			
		Civic/Government: The student participates in creating classroom rules			
	Civic/Government: The student examines and analyzes character traits a successful leader (family, classroom, school)				
		Unit 2: Civics and Governments			
4	Government	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.			
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.			
		2.3 The student will investigate and connect the rights and responsibilities			



		of individuals with contemporary issues.
		Civic/Government: The student participates in creating classroom rules
		Civic/Government: The student interacts and communicates with diverse partners in a responsible manner
		Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)
5	Government Services	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)
6	Founders	History: The student analyzes a problem or dilemma focusing on a right or responsibility
		History: The student identifies specific rights and responsibilities from history
		Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)
7	Important Documents	History: The student analyzes a problem or dilemma focusing on a right or responsibility
		History: The student identifies specific rights and responsibilities from history
8	Citizens	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.

		2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.
		Civic/Government: The student participates in creating classroom rules
		Civic/Government: The student interacts and communicates with diverse partners in a responsible manner
		Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)
9	Characteristics of Responsible Citizens	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		Cultural: The student speaks up or does something if people are being unfair, even if their friends do not
		Cultural: The student says something or tells an adult if someone is being hurtful, and will do their part to be kind even if they don't like something they say or do.
		Social Emotional Character Development: The student demonstrates respectful refusal skills
		Social Emotional Character Development: The student recognizes when someone needs help and offers help
		History: The student analyzes a problem or dilemma focusing on a right or responsibility



		Civic/Government: The student interacts and communicates with diverse partners in a responsible manner
		Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)
10	Responsible Citizens in History	2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		History: The student analyzes a problem or dilemma focusing on a right or responsibility
		History: The student identifies specific rights and responsibilities from history
		Unit 3: Symbols and Celebrations
11	Patriotism	
12	National Patriotic Symbols	
13	National Patriotic Holidays	Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.
		Unit 4: Geography
14	Map Skills	Geography: The student describes the purposes of maps and globes and use them to locate major features
		Geography: The student identifies their own home address and locations important to them
		Geography: The student draws a map with man-made and natural features
15	Location	Geography: The student describes the purposes of maps and globes and use them to locate major features
		Geography: The student identifies their own home address and locations important to them
16	Physical Characteristics of a Place	Geography: The student describes the purposes of maps and globes and use them to locate major features



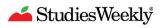
		Geography: The student draws a map with man-made and natural features
17	Human Characteristics of a Place	Geography: The student describes the purposes of maps and globes and use them to locate major features
		Geography: The student identifies their own home address and locations important to them
		Geography: The student draws a map with man-made and natural features
18	Adapting to Our Environment	#N/A
19	Geography of Our Community	Geography: The student describes the purposes of maps and globes and use them to locate major features
		Geography: The student identifies their own home address and locations important to them
		Geography: The student draws a map with man-made and natural features
		Unit 5: History
20	Calendars	History: The student creates a family timeline using multiple events
		History: The student compares and contrasts family historical events or experiences
21	Changes Over Time	History: The student compares and contrasts family historical events or experiences
22	History	History: The student compares and contrasts family historical events or experiences
23	Life Long Ago and Today	History: The student compares and contrasts family historical events or experiences
		History: The student identifies specific rights and responsibilities from history
24	Communication Over Time	History: The student compares and contrasts family historical events or experiences
		Unit 6: Culture
25	Culture	Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.



		Cultural: The student knows about other people and how everyone's lives and experiences are the same and different
		Cultural: The student knows their friends have many identities, but they are always still just themselves.
		History: The student compares and contrasts family historical events or experiences
26	Folktales and Legends	Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.
		Cultural: The student knows about other people and how everyone's lives and experiences are the same and different
		Unit 7: Economics
27	Needs and Wants	Economic: The student describes a responsibility in providing wants and needs
28	Economics	Economic: The student describes a responsibility in providing wants and needs
29	Economic Choices	Economic: The student describes a responsibility in providing wants and needs
30	Jobs	Economic: The student describes responsibilities of jobs they might like to have
31	Workers Contribute to the Economy	Economic: The student describes responsibilities of jobs they might like to have
32	Spending and Saving	Economic: The student describes a responsibility in providing wants and needs
		Economic: The student describes responsibilities of jobs they might like to have
		Economic: The student understands the concept of ownership and associated responsibilities



		2nd Grade Standards
1	Sources	History: The student compares societies in the past to societies today using primary and secondary sources. History: The student compares different accounts of the same event within a society.
		History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
2	Timelines	4.1 The student will recognize and evaluate continuity and change over time
3	I Belong to a Community	Cultural: The student talks about interesting and healthy ways that some people, who share their group identities, live their lives. Social Emotional Character Development: The student demonstrates an awareness of others' feelings and perspectives.
		Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
4	Rules and Laws	Social Emotional Character Development: The student demonstrates an awareness of others' feelings and perspectives. Civic/Government: The student describes the roles of people in authority within past and present societies. Civic/Government: The student explains how rules can shape societies. Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
5	Dringinlag of Domagra	Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different. Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair. Cultural: The student cares about those who are treated unfairly Social Emotional Character Development: The student demonstrates an awareness of others' feelings and perspectives. Civic/Government: The student describes the roles of people in authority within past and present societies.
	Principles of Democracy	





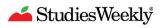
		Civic/Government: The student explains how rules can shape societies.
		Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
6		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		History: The student compares societies in the past to societies today using primary and secondary sources.
		History: The student compares different accounts of the same event within a society.
		History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	Important Documents	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
7	·	Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	The Purpose of Government	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
8		History: The student compares societies in the past to societies today using primary and secondary sources.
		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	The Structure of National Government	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
9	Tribal, State, and Local Government	History: The student compares societies in the past to societies today using primary and secondary sources.



		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
		Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
10		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	Government Services	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
11		4.3 The student will investigate and connect continuity and change to a contemporary issue.
		4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
		Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.
		Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.
		Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair.
		Cultural: The student cares about those who are treated unfairly
		Social Emotional Character Development: The student communicates needs or wants to adults in a respectful manner.
		Social Emotional Character Development: The student demonstrates an awareness of others' feelings and perspectives.
		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	Citizenship	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.

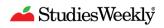


12	Patriotism	History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
13	Patriotic Symbols	History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
14	-	4.1 The student will recognize and evaluate continuity and change over time
		History: The student compares societies in the past to societies today using primary and secondary sources.
		History: The student compares different accounts of the same event within a society.
		History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
		Civic/Government: The student describes the roles of people in authority within past and present societies.
	Founders	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
15		4.1 The student will recognize and evaluate continuity and change over time
		Cultural: The student wants to know about other people and how everyone's live and experiences are the same and different.
		Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair.
		Cultural: The student cares about those who are treated unfairly
	Memorials and Monuments	History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
16		4.1 The student will recognize and evaluate continuity and change over time
		Cultural: The student talks about interesting and healthy ways that some people who share their group identities, live their lives.
		Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.
		Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair.
	Patriotic Holidays	Cultural: The student cares about those who are treated unfairly





		Civic/Government: The student explains how rules can shape societies.
		Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.
17		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Map Skills	Geography: The student observes and records geographic information.
18		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Location	Geography: The student observes and records geographic information.
19		Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Physical Features of Places	Geography: The student observes and records geographic information.
20		Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Human Characteristics of Places	Geography: The student observes and records geographic information.
21	1,0000	Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Humans and the Environment	Geography: The student observes and records geographic information.
22		4.1 The student will recognize and evaluate continuity and change over time
	Movement	4.2 The student will analyze the context and draw conclusions about continuity and change

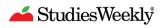




		4.3 The student will investigate and connect continuity and change to a contemporary issue.
		4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
		Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.
		History: The student compares societies in the past to societies today using primary and secondary sources.
		Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
		Geography: The student observes and records geographic information.
23		Cultural: The student talks about interesting and healthy ways that some people, who share their group identities, live their lives.
		Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.
		Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.
		Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair.
	Culture	Cultural: The student cares about those who are treated unfairly
24		Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.
		Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Regions of the World	Geography: The student observes and records geographic information.
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25		Economic: The student recognizes that scarcity of something increases its value (supply and demand) in past and present societies.
		Economic: The student explains how scarcity necessitates decision-making.
	Needs, Wants, and Resources	Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies
26		Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.
		Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.
	Economic Activity	Geography: The student observes and records geographic information.
27		Economic: The student explains how scarcity necessitates decision-making.
	Economic Choices	Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies
28	Producers and Consumers	Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies
29	Economic Principles	Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies
30		Economic: The student recognizes that scarcity of something increases its value (supply and demand) in past and present societies.
	More Economic Principles	Economic: The student explains how scarcity necessitates decision-making.
31		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		4.3 The student will investigate and connect continuity and change to a contemporary issue.
		4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
		Cultural: The student talks about interesting and healthy ways that some people, who share their group identities, live their lives.
	Solving Problems in Your Community	Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.





Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.

Cultural: The student knows some true stories about how people have been treated badly because of their group identities, and recognizes why it's unfair.

Cultural: The student cares about those who are treated unfairly

Social Emotional Character Development: The student approaches a challenging task understanding that ability grows with effort

Social Emotional Character Development: The student communicates needs or wants to adults in a respectful manner.

Social Emotional Character Development: The student demonstrates an awareness of others' feelings and perspectives.

History: The student compares societies in the past to societies today using primary and secondary sources.

History: The student compares different accounts of the same event within a society.

History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.

Civic/Government: The student describes the roles of people in authority within past and present societies.

Civic/Government: The student explains how rules can shape societies.

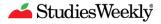
Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.

Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.

Geography: The student uses maps and other representations to describe place and the interactions and relationships between physical and human geography in past and present societies.

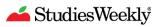
Geography: The student observes and records geographic information

Economic: The student recognizes that scarcity of something increases its value





		(supply and demand) in past and present societies.
		Economic: The student explains how scarcity necessitates decision-making.
32		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		4.3 The student will investigate and connect continuity and change to a contemporary issue.
		4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
		Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.
		Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.
		Cultural: The student cares about those who are treated unfairly
		Social Emotional Character Development: The student approaches a challenging task understanding that ability grows with effort
		History: The student compares societies in the past to societies today using primary and secondary sources.
		History: The student compares different accounts of the same event within a society.
		History: The student describes the connections between historical events and other relevant ideas and concepts from various perspectives.
		Civic/Government: The student describes the roles of people in authority within past and present societies.
		Civic/Government: The student explains how rules can shape societies.
	Historical Figures	Civic/Government: The student explains how people work together to accomplish common tasks in past and present societies.





Unit 1: Inquiry		
	Developing Inquiries	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
1		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		History: The student uses information to frame important historical questions.
		History: The student evaluates events from multiple perspectives
	2 Sources	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
2		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student describes the relationship between two or more historical



		events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		History: The student evaluates events from multiple perspectives
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
	Examining Evidence and Communicating Conclusions	3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
3		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student evaluates events from multiple perspectives
4		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups
	Taking Action	3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places

		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Cultural: The student recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same
		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student evaluates events from multiple perspectives
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
		Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution
		Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
	Engage in Your Own Inquiry	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
5		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn

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from home, school, and other places

Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.

Cultural: The student recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same

Cultural: The student works with friends and family to make our school and community fair for everyone.

Social Emotional Character Development: The student identifies times when their effort and energy were strong and times when it was lacking.

Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.

Social Emotional Character Development: The student describes the importance of understanding perspective.

History: The student creates and uses a timeline of their community

History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.

History: The student uses information to frame important historical questions.

History: The student evaluates events from multiple perspectives

Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.

Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution

Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.

Unit 2: Civics and Government

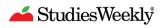
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I am a Member of a Community 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.



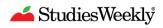


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		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Cultural: The student recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same
		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
7	Purposes of Government	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
8	Government	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and





		forward-thinking.
	Important Documents	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
9		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
	National Government	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
10		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
	Tribal, State, and Local Government	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups
11		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
12	We the People	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies
		,



		are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Cultural: The student recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same
		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student evaluates events from multiple perspectives
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
		Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution
		Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.
13	Inquiry	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

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- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places

Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.

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History: The student uses information to frame important historical questions.

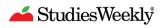
History: The student evaluates events from multiple perspectives

Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.

Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution



		Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.
Unit 3: Geography		
14	Thinking like a geographer	Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps. Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
15	Map Skills	Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps. Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
16	Natural Features and Landforms	Geography: The student observes, explores, and compares human and physica characteristics of the community to create maps. Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
17	Natural Features and Landforms: Oceans and Deserts	Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps. Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
18	Regions Part 1	Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places Geography: The student observes, explores, and compares human and physica characteristics of the community to create maps. Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
19	Regions Part 2	Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places Geography: The student observes, explores, and compares human and physical





		characteristics of the community to create maps.
		characteristics of the community to create maps.
		Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale
20	Water is a Natural Resource	
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
21	Migration	History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		Geography: The student reads maps to analyze change in a community. Economic: The student explains how location impacts supply and demand.
		Unit 4: History
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
22	Timeslines	History: The student creates and uses a timeline of their community
22	Timelines	History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		History: The student evaluates events from multiple perspectives
	Using Charts, Maps, and Data	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
23		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
23		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the



		identities, beliefs, and practices of individuals and groups to make a claim or
		advance a theory using evidence and argument.
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		Geography: The student reads maps to analyze change in a community.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places
		History: The student creates and uses a timeline of their community
24	Communities Over Time	History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		History: The student evaluates events from multiple perspectives
		Geography: The student reads maps to analyze change in a community.
	identities, beliefs, and practices of individed are shaped by the identities, beliefs, and practices of individed issues. People who influence communities 3.4 The student will use their understanding identities, beliefs, and practices of individed advance a theory using evidence and arguments. Cultural: The student wants to know more experience, and knows how to ask question nonjudgmentally. History: The student describes the relation	3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
25		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a

		community.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places
		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
26	Problem Solving	Cultural: The student recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same
		Cultural: The student works with friends and family to make our school and community fair for everyone.
		Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student evaluates events from multiple perspectives
		Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
		Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution



		Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
	Eyewitnesses to Change Over Time	3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
27		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Social Emotional Character Development: The student describes the importance of understanding perspective.
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		History: The student evaluates events from multiple perspectives
		Unit 5: Economics
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
28	Urban, Suburban, and Rural Land Use	3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places



		Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
		Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.
		Geography: The student reads maps to analyze change in a community.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
29	Producers and Consumers	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		Economic: The student explains how location impacts supply and demand.
		Economic: The student analyzes the cost benefit of a community decision.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
30	Community Interdependence	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		Economic: The student explains how location impacts supply and demand.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
31	Transportation Over Time	History: The student creates and uses a timeline of their community
		History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
		History: The student uses information to frame important historical questions.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
32	Inquiry - interdependence in your community	3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.

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- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

Cultural: The student knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places

Cultural: The student wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.

Cultural: The student works with friends and family to make our school and community fair for everyone.

Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.

Social Emotional Character Development: The student describes the importance of understanding perspective.

History: The student creates and uses a timeline of their community

History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.

History: The student uses information to frame important historical questions.

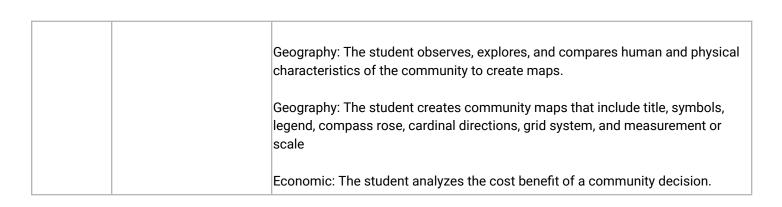
History: The student evaluates events from multiple perspectives

Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.

Civic/Government: The student demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution

Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.







1	Kansas' Prehistoric Land	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
2	Regions of Kansas	History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student uses charts, graphs, and tables to gather information.
3	Waterways of Kansas	History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student uses charts, graphs, and tables to gather information. Economic: The student explains the production, distribution, and consumption of a product
4	Climate and Resources	History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student uses charts, graphs, and tables to gather information.
5	Early American Indians	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.



		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States. History: The student understands relationships among people, places, ideas, and environments determine regions of the United States Geography: The student uses charts, graphs, and tables to gather information.
6	Spanish and French Explorers	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States. History: The student understands relationships among people, places, ideas, and
		environments determine regions of the United States Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States. Geography: The student reads various types of map grid systems, symbols, legends, scales, etc. Geography: The student uses charts, graphs, and tables to gather information.
7	The Louisiana Purchase	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States. History: The student understands relationships among people, places, ideas, and environments determine regions of the United States Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States. Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
8	Lewis and Clark	Geography: The student uses charts, graphs, and tables to gather information. 5.1 The student will recognize and evaluate dynamic relationships that impact
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		lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student recognizes the source and context of primary sources.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student determines absolute and relative location of places.
		Geography: The student uses charts, graphs, and tables to gather information.
		Economic: The student discusses opportunity cost in regards to choices made in different regions of the country.
9	The Pike and Long Expeditions	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student uses charts, graphs, and tables to gather information.
10	American Indian Removal to Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
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		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student describes how life is easier for some people and harder for others based on who they are and where they were born.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student uses charts, graphs, and tables to gather information.
11	Westward Movement	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student uses charts, graphs, and tables to gather information.
12	Early Transportation	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.



		Geography: The student uses charts, graphs, and tables to gather information.
13	Kansas-Nebraska Act	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		5.3 The student will investigate and connect dynamic relationships to contemporary issues.
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		Cultural: The student describes how life is easier for some people and harder for others based on who they are and where they were born.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student uses charts, graphs, and tables to gather information.
14	Statehood and Civil War	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		5.3 The student will investigate and connect dynamic relationships to contemporary issues.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.



		others based on who they are and where they were born.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student analyzes multiple perspectives.
		History: The student recognizes the source and context of primary sources.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
15	Conflicts with American Indians	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		5.3 The student will investigate and connect dynamic relationships to contemporary issues.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		Cultural: The student describes how life is easier for some people and harder for others based on who they are and where they were born.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student analyzes multiple perspectives.
		History: The student understands relationships among people, places, ideas, and environments determine regions of the United States
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.



16	Immigrants to Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		5.3 The student will investigate and connect dynamic relationships to contemporary issues.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		Cultural: The student describes how life is easier for some people and harder for others based on who they are and where they were born.
		Social Emotional Character Development: The student demonstrates the ability to express their wants, needs, thoughts, and feelings while respecting what others want, need, think, and feel.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student analyzes multiple perspectives.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
17	Railroads in Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Geography: The student reads various types of map grid systems, symbols,



		legends, scales, etc.
18	Cattle Trade in Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Economic: The student explains the production, distribution, and consumption of a product
19	Pioneer Life in Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student describes how life is easier for some people and harder for others based on who they are and where they were born.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		History: The student analyzes multiple perspectives.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
		Geography: The student uses charts, graphs, and tables to gather information.



20	Crime on the Frontier	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student uses charts, graphs, and tables to gather information.
21	Great Inventions	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
		Economic: The student explains the production, distribution, and consumption of a product
22	WWI to WWII	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.



	History: The student analyzes multiple perspectives.
	Economic: The student discusses opportunity cost in regards to choices made different regions of the country.
Kansas State Government	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
	5.2 The student will analyze the context and draw conclusions about dynamic relationships.
	Cultural: The student works with their friends and family to make their school ar community fair for everyone, and works hard and cooperates to achieve goals.
	Geography: The student uses charts, graphs, and tables to gather information.
The Constitution	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
	Civic/Government: The student explains how individuals demonstrate good citizenship skills.
	Civic/Government: The student takes responsibility for obeying rules and helpir others.
	Civic/Government: The student participates in group decision-making through consensus.
Business, Farming, and Industry	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
	Cultural: The student explains their family history and culture, and about curren and past contributions of people in their main identity groups.
	Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.
	Geography: The student uses charts, graphs, and tables to gather information.
	Economic: The student defines the characteristics of a market economy (private property, voluntary exchange, competition, etc.).
Recreation and Places to See	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
	Cultural: The student explains their family history and culture, and about curren and past contributions of people in their main identity groups.
	The Constitution Business, Farming, and Industry Recreation and Places to



27	Famous People of Kansas	5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.
		History: The student frames historical questions about relationships among people, places, ideas, and environments as they relate to Kansas and Regions of the United States.
28	Legends and Lore of Kansas	Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups
		Cultural: The student uses accurate, respectful words to describe how they are similar to and different from people who share their identities, and those who have different identities.
		Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.
		Geography: The student uses charts, graphs, and tables to gather information.



		Unit 1: Inquiry
1	Developing Questions and Planning Inquiries	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		4.1 The student will recognize and evaluate continuity and change over time
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.
		Economic: The student asks economic questions.
		Geography: The student asks geographic questions.
		Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.
2	Historical Inquiry Sources	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are

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shaped by the identities, beliefs, and practices of individuals and groups.

- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.

Economic: The student analyzes economic information from a variety of sources.

Geography: The student acquires geographic information from a variety of sources.

Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions



		in a respectful manner.
3	Analyzing and Evaluating Evidence	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		4.3 The student will investigate and connect continuity and change to a contemporary issue.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.

		5.3 The student will investigate and connect dynamic relationships to contemporary issues.
		History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.
		Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.
4	Communicating Conclusions	1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
		5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.



consequences that have impacted our lives and futures 1.2 The student will analyze the context and draw conclusions about choices and consequences. 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues. 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about rights and responsibilities. 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. 3.2 The student will analyze context and draw conclusions about			
consequences that have impacted our lives and futures 1.2 The student will analyze the context and draw conclusions about choices and consequences. 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues. 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about rights and responsibilities. 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of			discussions with individuals with whom they disagree. Social Emotional Character Development: The student explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions
	5	Engaging in Your Own Inquiry	 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures 1.2 The student will analyze the context and draw conclusions about choices and consequences. 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues. 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about rights and responsibilities. 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of

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- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.



History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.

Economic: The student asks economic questions.

Economic: The student analyzes economic information from a variety of sources.

Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.

Geography: The student asks geographic questions.

Geography: The student acquires geographic information from a variety of sources.

Geography: The student organizes and presents geographic information using a variety of methods and resources

Social Emotional Character Development: The student demonstrates ways to increase their own self-confidence when facing challenging tasks.

Social Emotional Character Development: The student explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life

Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.

Unit 2: North America Before European Contact

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Life in the Americas

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about

		how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
7	Government and Culture in North America	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
8	Trade and Economics in North America	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.



		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
9	Guided Inquiry: Lives of North American	2.1 The student will recognize and evaluate the rights and

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SITURISMENT) AMERICAN FOUNDATIONS	Scope and Sequence

Indians resi

- responsibilities of people living in societies.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.

Economic: The student asks economic questions.

Economic: The student analyzes economic information from a variety of sources.

Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.

Economic: The student demonstrates economic decision-making skills

Geography: The student asks geographic questions.

Geography: The student acquires geographic information from a variety of sources.

Geography: The student organizes and presents geographic information using a variety of methods and resources

Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.

Unit 3: The Age of European Exploration and Colonization

The Age of Encounters

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are

	shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. 4.1 The student will recognize and evaluate continuity and change over time 4.2 The student will analyze the context and draw conclusions about continuity and change 5.1 The student will recognize and evaluate dynamic relationships
	that impact lives in communities, states, and nations. 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
	History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
	History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
	Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
	Geography: The student asks geographic questions.
	Geography: The student acquires geographic information from a variety of sources.
	Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
Consequences of Contact	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
	1.2 The student will analyze the context and draw conclusions about choices and consequences.
	1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
	Consequences of Contact



- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point

		of view they represent.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student organizes and presents geographic information using a variety of methods and resources
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
12	The Colonies and Their Founding	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
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		History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing). History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization). History: The student identifies corroboration or points of agreement or disagreement across multiple sources. Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. Economic: The student asks economic questions. Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication. Geography: The student asks geographic questions. Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
13	Jamestown	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.

		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations . History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing). History: The student discusses the importance of the location of
		something in time and place and how these factors impact our interpretation (Contextualization). History: The student identifies corroboration or points of agreement or disagreement across multiple sources. History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
14	Colonial Life	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. 4.1 The student will recognize and evaluate continuity and change over time 4.2 The student will analyze the context and draw conclusions about continuity and change 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. History: The student identifies corroboration or points of agreement or disagreement across multiple sources. History: The student analyzes multiple accounts of the same event

		or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
15	Guided Inquiry: Life in the British Colonies	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
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- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
		Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.
16	Conflicts and Compromise in North America	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions

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		about dynamic relationships.
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
17	Clash of Empires	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		History: The student discusses the importance of considering the source of a document and the circumstances under which it was

		created (Sourcing).
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
18	Consequences of the French and Indian War	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.



		1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
	Unit 4: Th	e American Revolution
19	The Acts of Parliament	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and
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responsibilities of people living in societies.

- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.

Economic: The student asks economic questions.

Economic: The student analyzes economic information from a variety of sources.

Geography: The student asks geographic questions.



		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
20	The Actions of the Colonies	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point

		of view they represent.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
		Economic: The student asks economic questions.
		Economic: The student analyzes economic information from a variety of sources.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
21	The Shot Heard 'Round the World	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of

		individuals and groups.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
		Geography: The student asks geographic questions.
		Geography: The student acquires geographic information from a variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
22	Guided Inquiry: The Road to Revolution	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions

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about choices and consequences.

- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

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5.3 The student will investigate and connect dynamic relationships to contemporary issues.

5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Economic: The student asks economic questions.

Economic: The student analyzes economic information from a variety of sources.

Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.

Geography: The student asks geographic questions.

Geography: The student acquires geographic information from a variety of sources.

Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and



		draw conclusions.
		Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.
23	Independence and Revolution: The Government	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
24	Independence and Revolution: The People	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

25	Independence and Revolution: The Military	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
26	Outcomes of the American Revolution	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.

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- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Kansas Social Studies

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Scope and Sequence

Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.

Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Economic: The student analyzes economic information from a variety of sources.

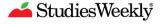
Geography: The student acquires geographic information from a variety of sources.

Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

Unit 5: Creating a New Nation

27 The Founders and the Process

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are



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shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student distinguishes the responsibilities and powers of the branches of government.

Civics/Government: The student discusses key United States Constitutional concepts and principles.

Civics/Government: The student explains how people make rules to create responsibilities and protect freedoms.

Civics/Government: The student applies civic virtues and democratic principles in the school setting.

Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.

Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

28	The Constitution	2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
		History: The student identifies corroboration or points of agreement or disagreement across multiple sources.
		History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		Civics/Government: The student distinguishes the responsibilities and powers of the branches of government.
		Civics/Government: The student discusses key United States Constitutional concepts and principles.

Kansas Social Studies **Scope and Sequence**

		Civics/Government: The student explains how people make rules to create responsibilities and protect freedoms.
		Civics/Government: The student applies civic virtues and democratic principles in the school setting.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
29	The Bill of Rights	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		Civics/Government: The student discusses key United States Constitutional concepts and principles.
		Civics/Government: The student explains how people make rules to create responsibilities and protect freedoms.
		Civics/Government: The student identifies core civic virtues,

		democratic principles, beliefs, experiences, and values that guide societies.
30	The New Nation	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices o individuals and groups.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Civics/Government: The student distinguishes the responsibilities and powers of the branches of government.
		Civics/Government: The student discusses key United States Constitutional concepts and principles.
		Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.



		Geography: The student acquires geographic information from a variety of sources
		. Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
31	America on the Move	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices o individuals and groups.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change
		5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
		5.2 The student will analyze the context and draw conclusions about dynamic relationships.
		Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
		Economic: The student analyzes economic information from a variety of sources.
		Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.
		Geography: The student acquires geographic information from a



		variety of sources.
		Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.
32	Guided Inquiry: Changes in the United States	1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures
		1.2 The student will analyze the context and draw conclusions about choices and consequences.
		1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
		2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
		2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
		2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
		3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
		3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
		4.1 The student will recognize and evaluate continuity and change over time
		4.2 The student will analyze the context and draw conclusions about continuity and change

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- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).

History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).

History: The student identifies corroboration or points of agreement or disagreement across multiple sources.

History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.

Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.

Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

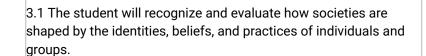
Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Economic: The student asks economic questions.

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Economic: The student analyzes economic information from a variety of sources. Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication. Geography: The student asks geographic questions. Geography: The student acquires geographic information from a variety of sources. Geography: The student organizes and presents geographic information using a variety of methods and resources Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions. Social Emotional Character Development: The student demonstrates ways to increase their own self-confidence when facing challenging tasks. Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner. 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures 1.2 The student will analyze the context and draw conclusions about choices and consequences. 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about rights and responsibilities. 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.





- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.
- 4.1 The student will recognize and evaluate continuity and change over time
- 4.2 The student will analyze the context and draw conclusions about continuity and change
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History: The student identifies corroboration or points of agreement or disagreement across multiple sources.



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History: The student analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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Cultural: The student understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Cultural: The student knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Economic: The student asks economic questions.

Economic: The student analyzes economic information from a variety of sources.

Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.

Geography: The student asks geographic questions.

Geography: The student acquires geographic information from a variety of sources.

Geography: The student organizes and presents geographic information using a variety of methods and resources

Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

Social Emotional Character Development: The student demonstrates ways to increase their own self-confidence when facing challenging tasks.

Social Emotional Character Development: The student





	demonstrates understanding and perspective by asking questions
	in a respectful manner.