

Focus Standard 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
	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 Emotional Character Development	Demonstrates an understanding that making mistakes is normal	Week 7 Learning and Working Together
	Asks for help when needed	Week 2 Authority Figures Week 7 Learning and Working Together
	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 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time

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

		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
Geography	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
	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
Economic	makes choices and understands consequences of spending and saving	Week 30 Economics Week 32 Spending and Saving
	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
Social Emotional Character Development	describes mistakes as normal and opportunities to learn	#N/A
	demonstrates respectful refusal skills	Week 9 Characteristics of Responsible Citizens
	recognizes when someone needs help and offers help	Week 9 Characteristics of Responsible Citizens
History	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
	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
Civic/Government	participates in creating classroom rules	Week 3 Rules and Laws Week 4 Government Week 8 Citizens
	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
Geography	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 Place Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
	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 Place Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
Economic	describes a responsibility in providing wants and needs	Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices
	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 student..."		
Cultural	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
	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
Social Emotional Character Development	approaches a challenging task understanding that ability grows with effort	Week 31 Solving Problems in Your Community Week 32 Historical Figures
	communicates needs or wants to adults in a respectful manner.	Week 11 Citizenship Week 31 Solving Problems in Your Community
	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
History	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
	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

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

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

Focus Standard 3: Societies are shaped by the identities, 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

		<p>Week 28 Urban, Suburban, and Rural land Use</p> <p>Week 29 Producers and Consumers</p> <p>Week 30 Community Interdependence</p> <p>Week 31 Transportation Over Time</p> <p>Week 32 Inquiry - Interdependence in your Community</p>
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.	<p>Week 1 Developing Inquiries</p> <p>Week 2 Sources</p> <p>Week 3 Examining Evidence and Communicating Conclusions</p> <p>Week 4 Taking Action</p> <p>Week 5 Engage in Your Own Inquiry</p> <p>Week 6 I Am a Member of a Community</p> <p>Week 12 We the People</p> <p>Week 13 Inquiry</p> <p>Week 23 Using Charts, Maps, and Data</p> <p>Week 25 People who Influence Communities</p> <p>Week 26 Problem Solving</p> <p>Week 27 Eyewitness to Change Over Time</p> <p>Week 28 Urban, Suburban, and Rural land Use</p> <p>Week 32 Inquiry - Interdependence in your Community</p>
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.	<p>Week 1 Developing Inquiries</p> <p>Week 2 Sources</p> <p>Week 3 Examining Evidence and Communicating Conclusions</p> <p>Week 4 Taking Action</p> <p>Week 5 Engage in Your Own Inquiry</p> <p>Week 12 We the People</p> <p>Week 13 Inquiry</p> <p>Week 23 Using Charts, Maps, and Data</p> <p>Week 25 People who Influence Communities</p> <p>Week 26 Problem Solving</p> <p>Week 27 Eyewitness to Change Over Time</p> <p>Week 32 Inquiry - Interdependence in your Community</p>
Competencies "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	<p>Week 3 Examining Evidence and Communicating Conclusions</p> <p>Week 4 Taking Action</p> <p>Week 5 Engage in Your Own Inquiry</p> <p>Week 6 I Am a Member of a Community</p> <p>Week 12 We the People</p> <p>Week 13 Inquiry</p> <p>Week 18 Regions Part 1</p> <p>Week 19 Regions Part 2</p> <p>Week 24 Communities Over Time</p> <p>Week 26 Problem Solving</p> <p>Week 28 Urban, Suburban, and Rural land Use</p> <p>Week 32 Inquiry - Interdependence in your Community</p>

	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
Social Emotional Character Development	identifies times when their effort and energy were strong and times when it was lacking.	Week 5 Engage in Your Own Inquiry
	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/Government	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
Geography	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
	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
Economic	explains how location impacts supply and demand.	Week 21 Migration Week 29 Producers and Consumers Week 30 Community Interdependence
	analyzes the cost benefit of a community decision.	Week 29 Producers and Consumers Week 32 Inquiry - Interdependence in your Community

	recognizes opportunity costs.	N/A
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Focus Standard 5: Relationships among people, places, ideas, and environments are dynamic.

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

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 "The student..."		
Cultural	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
	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
Civic/Government	explains how individuals demonstrate good citizenship skills.	Week 24 The Constitution
	takes responsibility for obeying rules and helping others.	Week 24 The Constitution
	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

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

Focus Standard 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 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 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
Focus Standard 3: Societies are shaped by the identities, 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 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 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 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.	<p>Week 2 Historical Inquiry Sources</p> <p>Week 3 Analyzing and Evaluating Evidence</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 21 The Shot Heard Round the World</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 23 Independence and Revolution: The Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 29 The Bill of Rights</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
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.	<p>Week 3 Analyzing and Evaluating Evidence</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p>
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.	<p>Week 4 Communicating Conclusions</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>

Focus Standard 4: Individuals have rights and responsibilities.		Week
4.1	The student will recognize and evaluate 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 28 The Constitution 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 28 The Constitution 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
4.4	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 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
	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

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

		<p>Week 28 The Constitution</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
Civics/Government	distinguishes the responsibilities and powers of the branches of government.	<p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 30 The New Nation</p>
	discusses key United States Constitutional concepts and principles.	<p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 29 The Bill of Rights</p> <p>Week 30 The New Nation</p>
	explains how people make rules to create responsibilities and protect freedoms.	<p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 29 The Bill of Rights</p>
	applies civic virtues and democratic principles in the school setting.	<p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p>
	identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 14 Colonial Life</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 23 Independence and Revolution: The Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 29 The Bill of Rights</p> <p>Week 30 The New Nation</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
	participates appropriately in discussions with individuals with whom they disagree.	<p>Week 1 Developing Questions and Planning Inquiries</p> <p>Week 2 Historical Inquiry Sources</p> <p>Week 3 Analyzing and Evaluating Evidence</p> <p>Week 4 Communicating Conclusions</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
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 themselves) 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

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

		<p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 21 The Shot Heard Round the World</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
	<p>acquires geographic information from a variety of sources.</p>	<p>Week 2 Historical Inquiry Sources</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 21 The Shot Heard Round the World</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
	<p>organizes and presents geographic information using a variety of methods and resources</p>	<p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 11 Consequences of Contact</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
	<p>analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>	<p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 19 The Acts of Parliament</p>

		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
Social Emotional Character Development	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
	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
	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

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone</p> <p>History: The student uses personal experience and observations to gain information</p> <p>History: The student compares and contrasts experiences and traditions</p> <p>History: The student identifies and predicts choices and consequences</p> <p>Civic/Government: The student follows classroom rules and agreed upon rules for discussion</p> <p>Civic/Government: The student participates in collective decision-making.</p> <p>Civic/Government: The student makes choices based on understanding consequences</p>
2	Authority Figures	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone</p> <p>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</p> <p>Social Emotional / Character Development: The student asks for help when needed</p> <p>History: The student uses personal experience and observations to gain information</p>

Week	Title	Standards Covered
		<p>History: The student compares and contrasts experiences and traditions</p> <p>History: The student identifies and predicts choices and consequences</p> <p>Civic/Government: The student follows classroom rules and agreed upon rules for discussion</p> <p>Civic/Government: The student participates in collective decision-making.</p> <p>Civic/Government: The student makes choices based on understanding consequences</p>
3	What are Rules?	<p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>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</p> <p>History: The student uses personal experience and observations to gain information</p> <p>Civic/Government: The student follows classroom rules and agreed upon rules for discussion</p> <p>Civic/Government: The student participates in collective decision-making.</p> <p>Civic/Government: The student makes choices based on understanding consequences</p>
4	What Are Laws?	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about</p>

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

Week	Title	Standards Covered
		<p>information</p> <p>History: The student compares and contrasts experiences and traditions</p> <p>History: The student identifies and predicts choices and consequences</p> <p>Civic/Government: The student follows classroom rules and agreed upon rules for discussion</p> <p>Civic/Government: The student participates in collective decision-making.</p> <p>Civic/Government: The student makes choices based on understanding consequences</p>
7	Learning and Working Together	<p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>Culture: The student feels good about themselves without being mean or making others feel bad</p> <p>Culture: The student likes being around people who are alike and different from themselves, and can be friendly to everyone</p> <p>Culture: The student knows when people are being treated unfairly</p> <p>Culture: The student can and will do something when they see unfairness</p> <p>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</p> <p>Social Emotional / Character Development: The student demonstrates an understanding that making mistakes is normal</p> <p>Social Emotional / Character Development: The student asks for help when needed</p>

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

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

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

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

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

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

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

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

		<p>Civic/Government: The student interacts and communicates with diverse partners in a responsible manner</p> <p>Civic/Government: The student examines and analyzes character traits in a successful leader (family, classroom, school)</p>
10	Responsible Citizens in History	<p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p> <p>History: The student analyzes a problem or dilemma focusing on a right or responsibility</p> <p>History: The student identifies specific rights and responsibilities from history</p>
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	<p>Geography: The student describes the purposes of maps and globes and use them to locate major features</p> <p>Geography: The student identifies their own home address and locations important to them</p> <p>Geography: The student draws a map with man-made and natural features</p>
15	Location	<p>Geography: The student describes the purposes of maps and globes and use them to locate major features</p> <p>Geography: The student identifies their own home address and locations important to them</p>
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	<p>Geography: The student describes the purposes of maps and globes and use them to locate major features</p> <p>Geography: The student identifies their own home address and locations important to them</p> <p>Geography: The student draws a map with man-made and natural features</p>
18	Adapting to Our Environment	#N/A
19	Geography of Our Community	<p>Geography: The student describes the purposes of maps and globes and use them to locate major features</p> <p>Geography: The student identifies their own home address and locations important to them</p> <p>Geography: The student draws a map with man-made and natural features</p>
Unit 5: History		
20	Calendars	<p>History: The student creates a family timeline using multiple events</p> <p>History: The student compares and contrasts family historical events or experiences</p>
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	<p>History: The student compares and contrasts family historical events or experiences</p> <p>History: The student identifies specific rights and responsibilities from history</p>
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.

		<p>Cultural: The student knows about other people and how everyone's lives and experiences are the same and different</p> <p>Cultural: The student knows their friends have many identities, but they are always still just themselves.</p> <p>History: The student compares and contrasts family historical events or experiences</p>
26	Folktales and Legends	<p>Cultural: The student knows and likes who they are and can talk about their family and themselves and names some of their group identities.</p> <p>Cultural: The student knows about other people and how everyone's lives and experiences are the same and different</p>
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	<p>Economic: The student describes a responsibility in providing wants and needs</p> <p>Economic: The student describes responsibilities of jobs they might like to have</p> <p>Economic: The student understands the concept of ownership and associated responsibilities</p>

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

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

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

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

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

		<p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p> <p>4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p> <p>Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.</p> <p>History: The student compares societies in the past to societies today using primary and secondary sources.</p> <p>Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.</p> <p>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.</p> <p>Geography: The student observes and records geographic information.</p>
23	Culture	<p>Cultural: The student talks about interesting and healthy ways that some people, who share their group identities, live their lives.</p> <p>Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.</p> <p>Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.</p> <p>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.</p> <p>Cultural: The student cares about those who are treated unfairly</p>
24	Regions of the World	<p>Cultural: The student wants to know about other people and how everyone's lives and experiences are the same and different.</p> <p>Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies</p> <p>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.</p> <p>Geography: The student observes and records geographic information.</p>

25	Needs, Wants, and Resources	<p>Economic: The student recognizes that scarcity of something increases its value (supply and demand) in past and present societies.</p> <p>Economic: The student explains how scarcity necessitates decision-making.</p> <p>Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies</p>
26	Economic Activity	<p>Geography: The student describes how geography impacts human activity and how human activity impacts the geography in past and present societies.</p> <p>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.</p> <p>Geography: The student observes and records geographic information.</p>
27	Economic Choices	<p>Economic: The student explains how scarcity necessitates decision-making.</p> <p>Economic: The student compares and contrasts the need or use of barter/trade and money in past and present societies</p>
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	More Economic Principles	<p>Economic: The student recognizes that scarcity of something increases its value (supply and demand) in past and present societies.</p> <p>Economic: The student explains how scarcity necessitates decision-making.</p>
31	Solving Problems in Your Community	<p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p> <p>4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p> <p>Cultural: The student talks about interesting and healthy ways that some people, who share their group identities, live their lives.</p> <p>Cultural: The student knows about their family history and culture and about current and past contributions of the people in their main identity groups.</p>

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

Unit 1: Inquiry		
1	Developing Inquiries	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p>
2	Sources	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student describes the relationship between two or more historical</p>

		<p>events based on identities, beliefs, and practices of individuals and groups in a community.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p>
3	Examining Evidence and Communicating Conclusions	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student evaluates events from multiple perspectives</p>
4	Taking Action	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p> <p>Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.</p>
5	Engage in Your Own Inquiry	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>from home, school, and other places</p> <p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student identifies times when their effort and energy were strong and times when it was lacking.</p> <p>Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student creates and uses a timeline of their community</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p> <p>Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.</p>
Unit 2: Civics and Government		
6	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.

		<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>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.</p>
7	Purposes of Government	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p>
8	Government	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and</p>

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

		<p>are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>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.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p> <p>Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.</p>
13	Inquiry	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p>
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		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	<p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
15	Map Skills	<p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
16	Natural Features and Landforms	<p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
18	Regions Part 1	<p>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</p> <p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
19	Regions Part 2	<p>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</p> <p>Geography: The student observes, explores, and compares human and physical</p>

		<p>characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p>
20	Water is a Natural Resource	
21	Migration	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Geography: The student reads maps to analyze change in a community.</p> <p>Economic: The student explains how location impacts supply and demand.</p>
Unit 4: History		
22	Timelines	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>History: The student creates and uses a timeline of their community</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p>
23	Using Charts, Maps, and Data	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>3.4 The student will use their understanding of how societies are shaped by the</p>

		<p>identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>Geography: The student reads maps to analyze change in a community.</p>
24	Communities Over Time	<p>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</p> <p>History: The student creates and uses a timeline of their community</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Geography: The student reads maps to analyze change in a community.</p>
25	People who influence communities	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>History: The student describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a</p>

		community.
26	Problem Solving	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p>

		Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.
27	Eyewitnesses to Change Over Time	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p>
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student reads maps to analyze change in a community.</p>
29	Producers and Consumers	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Economic: The student explains how location impacts supply and demand.</p> <p>Economic: The student analyzes the cost benefit of a community decision.</p>
30	Community Interdependence	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Economic: The student explains how location impacts supply and demand.</p>
31	Transportation Over Time	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>History: The student creates and uses a timeline of their community</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p>
32	Inquiry - interdependence in your community	<p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Cultural: The student works with friends and family to make our school and community fair for everyone.</p> <p>Social Emotional Character Development: The student demonstrates the ability to express feelings in a respectful manner.</p> <p>Social Emotional Character Development: The student describes the importance of understanding perspective.</p> <p>History: The student creates and uses a timeline of their community</p> <p>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.</p> <p>History: The student uses information to frame important historical questions.</p> <p>History: The student evaluates events from multiple perspectives</p> <p>Civic/Government: The student seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.</p> <p>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</p> <p>Civic/Government: The student identifies common problems or needs within the school or community and takes informed action.</p>
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		<p>Geography: The student observes, explores, and compares human and physical characteristics of the community to create maps.</p> <p>Geography: The student creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale</p> <p>Economic: The student analyzes the cost benefit of a community decision.</p>
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1	Kansas' Prehistoric Land	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>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.</p>
2	Regions of Kansas	<p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
3	Waterways of Kansas	<p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p> <p>Economic: The student explains the production, distribution, and consumption of a product</p>
4	Climate and Resources	<p>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.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
5	Early American Indians	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p>

		<p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
6	Spanish and French Explorers	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
7	The Louisiana Purchase	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student determines absolute and relative location of places.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
8	Lewis and Clark	<p>5.1 The student will recognize and evaluate dynamic relationships that impact</p>

		<p>lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>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.</p> <p>History: The student recognizes the source and context of primary sources.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student determines absolute and relative location of places.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p> <p>Economic: The student discusses opportunity cost in regards to choices made in different regions of the country.</p>
9	The Pike and Long Expeditions	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
10	American Indian Removal to Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p>

		<p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
11	Westward Movement	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>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.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
12	Early Transportation	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>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.</p>

		<p>Geography: The student uses charts, graphs, and tables to gather information.</p>
13	Kansas-Nebraska Act	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
14	Statehood and Civil War	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>Cultural: The student describes how life is easier for some people and harder for</p>

		<p>others based on who they are and where they were born.</p> <p>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.</p> <p>History: The student analyzes multiple perspectives.</p> <p>History: The student recognizes the source and context of primary sources.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p>
15	Conflicts with American Indians	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>History: The student analyzes multiple perspectives.</p> <p>History: The student understands relationships among people, places, ideas, and environments determine regions of the United States</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p>

16	Immigrants to Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>History: The student analyzes multiple perspectives.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p>
17	Railroads in Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>Geography: The student reads various types of map grid systems, symbols,</p>

		legends, scales, etc.
18	Cattle Trade in Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p> <p>Economic: The student explains the production, distribution, and consumption of a product</p>
19	Pioneer Life in Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p> <p>History: The student analyzes multiple perspectives.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student reads various types of map grid systems, symbols, legends, scales, etc.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>

20	Crime on the Frontier	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>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.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>
21	Great Inventions	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>Economic: The student explains the production, distribution, and consumption of a product</p>
22	WWI to WWII	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p> <p>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.</p>

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

27	Famous People of Kansas	<p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups.</p> <p>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.</p>
28	Legends and Lore of Kansas	<p>Cultural: The student explains their family history and culture, and about current and past contributions of people in their main identity groups</p> <p>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.</p> <p>Geography: The student uses mapping skills to identify people, places, and environments in the regions of the United States.</p> <p>Geography: The student uses charts, graphs, and tables to gather information.</p>

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

	<p>shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions</p>
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		in a respectful manner.
3	Analyzing and Evaluating Evidence	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p>

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

		<p>Civics/Government: The student participates appropriately in discussions with individuals with whom they disagree.</p> <p>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</p> <p>Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.</p>
5	Engaging in Your Own Inquiry	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.</p> <p>2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p> <p>4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p>
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Unit 2: North America Before European Contact		
6	Life in the Americas	<p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.2 The student will analyze context and draw conclusions about</p>

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

		<p>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.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p>
8	Trade and Economics in North America	<p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>
9	Guided Inquiry: Lives of North American	2.1 The student will recognize and evaluate the rights and

	Indians	<p>responsibilities of people living in societies.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.</p>
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Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>3.4 The student will use their understanding of how societies are</p>

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

	<p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point</p>
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		<p>of view they represent.</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Geography: The student organizes and presents geographic information using a variety of methods and resources</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>
12	The Colonies and Their Founding	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p>

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13	Jamestown	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p>

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

		<p>or topic, noting important similarities and differences in the point of view they represent.</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>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.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>
15	Guided Inquiry: Life in the British Colonies	<p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.</p> <p>2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>

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16	Conflicts and Compromise in North America	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions</p>

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

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18	Consequences of the French and Indian War	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p>

		<p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p>
Unit 4: The American Revolution		
19	The Acts of Parliament	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and</p>

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

		<p>of view they represent.</p> <p>Civics/Government: The student identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.</p> <p>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.</p> <p>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.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>
21	The Shot Heard 'Round the World	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of</p>

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22	Guided Inquiry: The Road to Revolution	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions</p>

	<p>about choices and consequences.</p> <p>1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p> <p>4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p>
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	<p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p> <p>5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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.</p> <p>Economic: The student asks economic questions.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.</p> <p>Geography: The student asks geographic questions.</p> <p>Geography: The student acquires geographic information from a variety of sources.</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and</p>
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		<p>draw conclusions.</p> <p>Social Emotional Character Development: The student demonstrates understanding and perspective by asking questions in a respectful manner.</p>
23	Independence and Revolution: The Government	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

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

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

		<p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
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Unit 5: Creating a New Nation		
27	The Founders and the Process	<p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.</p> <p>2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>3.3 The student will investigate and connect how societies are</p>

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28	The Constitution	<p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>History: The student discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).</p> <p>History: The student identifies corroboration or points of agreement or disagreement across multiple sources.</p> <p>History: The student analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Civics/Government: The student distinguishes the responsibilities and powers of the branches of government.</p> <p>Civics/Government: The student discusses key United States Constitutional concepts and principles.</p>
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29	The Bill of Rights	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>Civics/Government: The student discusses key United States Constitutional concepts and principles.</p> <p>Civics/Government: The student explains how people make rules to create responsibilities and protect freedoms.</p> <p>Civics/Government: The student identifies core civic virtues,</p>

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

		<p>Geography: The student acquires geographic information from a variety of sources</p> <p>Geography: The student analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.</p>
31	America on the Move	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>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.</p> <p>4.1 The student will recognize and evaluate continuity and change over time</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.2 The student will analyze the context and draw conclusions about dynamic relationships.</p> <p>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.</p> <p>Economic: The student analyzes economic information from a variety of sources.</p> <p>Economic: The student answers economic questions by organizing and presenting economic information in various modes of communication.</p> <p>Geography: The student acquires geographic information from a</p>

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

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	<p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences.</p> <p>1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p> <p>2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p>

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