

Standards		Weekly Issues
LA Kindergarten Standards		
<b>K.1</b>	Order events in a chronological sequence using schedules, calendars, and timelines.	12: Calendars 13: Words About Time 14: Changes Over Time
<b>K.1.a</b>	Daily classroom activities	12: Calendars 14: Changes Over Time
<b>K.1.b</b>	Significant events in students' lives	13: Words About Time 14: Changes Over Time
<b>K.2</b>	Differentiate between primary and secondary sources. Examples include:	1: History 2: Life Long Ago and Today
<b>K.2.a</b>	Primary sources: letters, diaries, autobiographies, speeches, interviews	1: History
<b>K.2.b</b>	Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	1: History
<b>K.3</b>	Select and use appropriate evidence from primary and secondary sources to support claims.	1: History 2: Life Long Ago and Today 3: Inventors 4: Transportation Over Time
<b>K.4</b>	Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:	15: Patriotism 16: Celebrations 17: National Patriotic Holidays 19: Louisiana Traditions
<b>K.4.a</b>	Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican	15: Patriotism 19: Louisiana Traditions
<b>K.4.b</b>	Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"	15: Patriotism
<b>K.4.c</b>	Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.	16: Celebrations
<b>K.4.d</b>	State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day,	16: Celebrations 17: National Patriotic Holidays

Standards		Weekly Issues
	Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day	
<b>K.5</b>	Identify examples of different cultures and traditions in Louisiana, including:	16: Celebrations 18: Culture 19: Louisiana Traditions
<b>K.5.a</b>	Music: Cajun, jazz, zydeco	18: Culture 19: Louisiana Traditions
<b>K.5.b</b>	Traditions: king cake, red beans and rice on Mondays	18: Culture 19: Louisiana Traditions
<b>K.5.c</b>	Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales	18: Culture 19: Louisiana Traditions
<b>K.6</b>	Identify a cause and effect for a significant event in a school, neighborhood, or parish.	3: Inventors 4: Transportation Over Time 14: Changes Over Time 17: National Patriotic Holidays 19: Louisiana Traditions 20: Learning and Working Together
<b>K.7</b>	Explain the purpose of local government.	28: What Are Laws? 31: Government
<b>K.8</b>	Describe the importance of fairness, responsibility, respect, and hard work. For example:	20: Learning and Working Together 25: I Am a Member of a Community 26: Authority Figures 27: What Are Rules? 28: What Are Laws? 29: Citizens 30: Characteristics of Responsible Citizens
<b>K.8.a</b>	Taking care of personal belongings and respecting the property of others.	25: I Am a Member of a Community 27: What Are Rules? 29: Citizens 30: Characteristics of Responsible Citizens
<b>K.8.b</b>	Following rules and recognizing consequences of breaking rules.	26: Authority Figures 27: What Are Rules? 28: What Are Laws? 30: Characteristics of Responsible Citizens

Standards		Weekly Issues
<b>K.8.c</b>	Taking responsibility for assigned duties.	25: I Am a Member of a Community 27: What Are Rules? 29: Citizens 30: Characteristics of Responsible Citizens
<b>K.9</b>	Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.	26: Authority Figures 31: Government 32: Government Services
<b>K.10</b>	Describe the importance of rules and how they help protect our liberties.	27: What Are Rules? 28: What Are Laws?
<b>K.11</b>	Explain how people can work together to make decisions.	20: Learning and Working Together 28: What Are Laws? 31: Government
<b>K.12</b>	Identify local business and government leaders and describe their roles.	31: Government
<b>K.13</b>	Identify examples of goods and services. For example:	21: Economics 22: Spending and Saving 32: Government Services
<b>K.13.a</b>	Goods: food, toys, clothing	21: Economics
<b>K.13.b</b>	Services: medical care, fire protection, law enforcement, library resources	32: Government Services
<b>K.14</b>	Describe and compare reasons to save and spend money.	22: Spending and Saving
<b>K.15</b>	Differentiate between wants and needs.	21: Economics 23: Needs and Wants
<b>K.16</b>	Identify jobs and industries within a school and community.	17: National Patriotic Holidays 21: Economics 24: Jobs
<b>K.17</b>	Describe the concept of scarcity using examples.	21: Economics

Standards		Weekly Issues
<b>K.18</b>	Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below.	5: Map Skills 6: Location 7: Finding Places Around Me
<b>K.19</b>	Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.	8: Physical Characteristics of a Place
<b>K.20</b>	Identify ways people interact with their environment, including:	9: Weather 10: Human Characteristics of a Place 11: How We Use Land
<b>K.20.a</b>	Using natural resources	11: How We Use Land
<b>K.20.b</b>	Modifying their environment to create shelter	9: Weather 10: Human Characteristics of a Place
<b>K.21</b>	Identify rural, suburban, and urban areas.	11: How We Use Land
<b>K.22</b>	Explain how weather impacts daily life and choices.	9: Weather 23: Needs and Wants
<b>K.23</b>	Explain why people may move from place to place.	10: Human Characteristics of a Place



# Louisiana Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
LA 1st Grade Standards		
1.1	Create a chronological sequence of events using appropriate vocabulary.	7: Changes Over Time 31: Anansi and Problem-Solving
1.2	Differentiate between primary and secondary sources. Examples include:	8: Thinking Like a Historian 29: Questions Come From Many Places: Part One 30: Questions Come From Many Places: Part Two
1.2.a	Primary sources: letters, diaries, autobiographies, speeches, interviews	8: Thinking Like a Historian 29: Questions Come From Many Places: Part One 30: Questions Come From Many Places: Part Two
1.2.b	Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	8: Thinking Like a Historian 29: Questions Come From Many Places: Part One 30: Questions Come From Many Places: Part Two
1.3	Select and use appropriate evidence from primary and secondary sources to support claims.	28: What is Research? 29: Questions Come From Many Places: Part One 30: Questions Come From Many Places: Part Two 31: Anansi and Problem-Solving
1.4	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.	28: What is Research? 29: Questions Come From Many Places: Part One 30: Questions Come From Many Places: Part Two 31: Anansi and Problem-Solving 32: Year End Review
1.5	Compare life in Louisiana in the past to life today.	9: Life Long Ago and Today
1.6	Describe how past events can affect the present.	9: Life Long Ago and Today 11: Culture
1.7	Compare the lives of Louisianans today in urban, suburban, and rural parishes.	4: Louisianans Meet Their Needs 6: Geography of Our Community



# Louisiana Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
<b>1.8</b>	Identify examples of Louisiana's culture, including:	10: National Holidays 12: Louisiana's Culture
<b>1.8.a</b>	State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day	10: National Holidays
<b>1.8.b</b>	Music: Cajun, jazz, zydeco	12: Louisiana's Culture
<b>1.8.c</b>	Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)	12: Louisiana's Culture
<b>1.8.d</b>	Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum	12: Louisiana's Culture
<b>1.8.e</b>	Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays	12: Louisiana's Culture
<b>1.8.f</b>	Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales	12: Louisiana's Culture
<b>1.8.g</b>	Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear	12: Louisiana's Culture
<b>1.8.h</b>	Individuals who've made significant contributions to Louisiana's artistic heritage.	13: Louisiana's Heritage
<b>1.9</b>	Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.	13: Louisiana's Heritage
<b>1.10</b>	Describe the purpose of the state government of Louisiana.	27: Government Services
<b>1.11</b>	Identify Louisiana as a unique state among fifty, and as a part of the United States.	12: Louisiana's Culture
<b>1.12</b>	Identify each of the branches of the state government of	26: Louisiana's Government



# Louisiana Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
	Louisiana.	
<b>1.13</b>	Describe examples of rules and laws in Louisiana.	25: Rules and Laws
<b>1.14</b>	Describe civic virtues including voting, running for office, serving on committees, and volunteering.	24: Government 26: Louisiana's Government
<b>1.15</b>	Describe the importance of fairness, responsibility, respect, and hard work. For example:	20: Community 21: Citizens 22: Characteristics of Responsible Citizens 23: Responsible Citizens in History
<b>1.15.a</b>	Taking care of personal belongings and respecting the property of others.	20: Community 21: Citizens 22: Characteristics of Responsible Citizens
<b>1.15.b</b>	Following rules and recognizing consequences of breaking rules.	20: Community 22: Characteristics of Responsible Citizens
<b>1.15.c</b>	Taking responsibility for assigned duties.	22: Characteristics of Responsible Citizens
<b>1.16</b>	Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.	24: Government
<b>1.17</b>	Differentiate between producers and consumers.	
<b>1.18</b>	Identify examples of an economic cost or benefit of a decision or event.	15: Economic Choices
<b>1.19</b>	Describe how different public and private jobs help Louisianans. For example:	16: Jobs
<b>1.19.a</b>	Public: firefighters keeping people and their property safe	16: Jobs
<b>1.19.b</b>	Private: nurses caring for sick or injured people	16: Jobs
<b>1.20</b>	Explain why and how goods and services are produced and traded.	17: Economics 18: Workers Contribute to the Economy
<b>1.21</b>	Describe how scarcity requires people to make choices.	17: Economics



# Louisiana Social Studies STANDARDS CORRELATION

1

Standards		Weekly Issues
1.22	Identify and describe which goods and services are produced in different places and regions in Louisiana.	18: Workers Contribute to the Economy 19: Resources of Louisiana
1.23	Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.	19: Resources of Louisiana
1.24	Create and use maps or models with cardinal directions, keys, and scale.	19: Resources of Louisiana
1.25	Identify where Louisiana is within the United States and on the globe.	2: Locate Louisiana
1.26	Differentiate between the town, parish, state, and country in which the student lives on a political map.	2: Locate Louisiana
1.27	Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.	3: Louisiana's Regions
1.28	Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.	3: Louisiana's Regions
1.29	Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.	4: Louisianans Meet Their Needs 6: Geography of Our Community
1.30	Explain how Louisianans have successfully met the challenges posed by natural disasters.	5: Natural Disasters
1.31	Explain how and why people and goods move from place to place.	14: Movement
1.32	Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.	14: Movement





# Louisiana Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
LA 2nd Grade Standards		
<b>2.1</b>	Create and use a chronological sequence of events using appropriate vocabulary.	8: Timelines
<b>2.2</b>	Differentiate between primary and secondary sources. Examples include:	9: Sources
<b>2.2.a</b>	Primary sources: letters, diaries, autobiographies, speeches, interviews	9: Sources
<b>2.2.b</b>	Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies	9: Sources
<b>2.3</b>	Select and use appropriate evidence from primary and secondary sources to support claims.	9: Sources 31: Historical Figures 32: Solving Problems in Your Community
<b>2.4</b>	Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.	31: Historical Figures 32: Solving Problems in Your Community
<b>2.5</b>	Compare life in the United States in the past to life today.	12: Innovations Over Time 31: Historical Figures
<b>2.6</b>	Describe the significance of the American Revolution and the founding of the United States.	14: Early History 15: Founders
<b>2.7</b>	Identify and describe national historical figures, celebrations, symbols, and places.	6: Regions of the United States 7: Memorials and Monuments 10: Patriotic Holidays 11: Patriotic Symbols 14: Early History 15: Founders 18: Patriotism 31: Historical Figures
<b>2.7.a</b>	Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.	15: Founders
<b>2.7.b</b>	Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.	14: Early History



# Louisiana Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
<b>2.7.c</b>	Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.	10: Patriotic Holidays 18: Patriotism
<b>2.7.d</b>	Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."	11: Patriotic Symbols 18: Patriotism
<b>2.7.e</b>	Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.	7: Memorials and Monuments 11: Patriotic Symbols
<b>2.7.f</b>	Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.	6: Regions of the United States
<b>2.8</b>	Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.	13: Folktales and Legends
<b>2.9</b>	Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).	19: The Structure of nation Government 21: State and Local Government
<b>2.10</b>	Identify and describe principles of American democracy and relate them to the founding of the nation.	14: Early History 16: Important Documents 17: Principles of Democracy
<b>2.10.a</b>	Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life.	14: Early History
<b>2.10.b</b>	Identify and describe basic principles of the Declaration of	16: Important Documents



# Louisiana Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
	Independence and the Constitution of the United States, including equality under the law and fair treatment for all.	
2.11	Explain the purpose of rules and laws in the United States.	20: The Purpose of Government 22: Rules and Laws
2.12	Define governmental systems, including democracy and monarchy.	19: The Structure of National Government
2.13	Describe civic virtues including voting, running for office, serving on committees, and volunteering.	23: Citizenship
2.14	Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.	23: Citizenship 30: Goals
2.15	Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.	21: State and Local Government
2.16	Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.	26: Producers and Consumers 27: Economic Principles 28: More Economic Principles
2.16.a	Describe how people are both producers and consumers.	26: Producers and Consumers
2.16.b	Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.	27: Economic Principles
2.16.c	Identify examples of an economic cost or benefit of a decision or event.	28: More Economic Principles
2.17	Explain why and how people specialize in the production of goods and services.	24: Needs, Wants, and Resources 25: Economic Activity 27: Economic Principles
2.18	Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.	28: More Economic Principles
2.19	Identify how people use natural (renewable and non-renewable), human, and capital resources to provide	4: Human Characteristics of a Place 24: Needs, Wants, and Resources



# Louisiana Social Studies STANDARDS CORRELATION

# 2

Standards		Weekly Issues
	goods and services.	25: Economic Activity
<b>2.20</b>	Create and use maps and models with a key, scale, and compass with intermediate directions.	1: Map Skills 2: Location 3: Physical Features of a Place 6: Regions of the United States
<b>2.21</b>	Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.	3: Physical Features of Places 6: Regions of the United States
<b>2.22</b>	Identify and locate the four hemispheres, equator, and prime meridian.	2: Location 3: Physical Features of a Place
<b>2.23</b>	Describe the relative location of the United States.	2: Location 6: Regions of the United States
<b>2.24</b>	Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.	4: Human Characteristics of a Place
<b>2.25</b>	Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.	5: Natural Hazards
<b>2.26</b>	Explain how and why people, goods, and ideas move from place to place.	27: Economic Principles 29: Movement
<b>2.27</b>	Describe how and why people from various cultures immigrate to the United States.	29: Movement

Standards		Weekly Issues
Louisiana 3rd Grade State Standards		
3.1	Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	1 - The American Revolution 2 - The Declaration of Independence 3 - The End of the American Revolution 12 - The Louisiana Purchase 26 - Timelines 29 - Activists and Leaders in Civil Rights 32 - Engage in Your Own Research
3.2	Explain connections between ideas, events, and developments in U.S. history.	1 - The American Revolution 2 - The Declaration of Independence 3 - The End of the American Revolution 5 - Government 12 - The Louisiana Purchase 17 - Early Immigration and Industrialization 29 - Activists and Leaders in Civil Rights 32 - Engage in Your Own Research
3.3	Use a variety of primary and secondary sources to:	12 - The Louisiana Purchase 17 - Early Immigration and Industrialization 25 - Sources 32 - Engage in Your Own Research
3.3.a	Analyze social studies content.	12 - The Louisiana Purchase 17 - Early Immigration and Industrialization 25 - Sources 29 - Activists and Leaders in Civil Rights 32 - Engage in Your Own Research
3.3.b	Explain claims and evidence.	25 - Sources 32 - Engage in Your Own Research
3.3.c	Compare and contrast multiple sources.	25 - Sources 32 - Engage in Your Own Research
3.4	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:	25 - Sources 32 - Engage in Your Own Research
3.4.a	Demonstrate an understanding of social studies content.	12 - The Louisiana Purchase 25 - Sources 32 - Engage in Your Own Research

Standards		Weekly Issues
3.4.b	Compare and contrast content and viewpoints.	25 - Sources 32 - Engage in Your Own Research
3.4.c	Explain causes and effects.	25 - Sources 32 - Engage in Your Own Research
3.4.d	Describe counterclaims.	25 - Sources 32 - Engage in Your Own Research
3.5	Compare life in the United States in the past and present.	12 - The Louisiana Purchase 25 - Sources 26 - Timelines 32 - Engage in Your Own Research
3.6	Identify and describe national historical figures, celebrations, and symbols.	9 - Patriotism and National Symbols 10 - America Remembers 12 - The Louisiana Purchase 18 - State and National Holidays 19 - Slavery and Abolition 20 - Civil War and Emancipation 22 - The Second Industrial Revolution 24 - Conservation and Preservation 27 - Women's Suffrage 28 - Civil Rights 29 - Activists and Leaders in Civil Rights 30 - The Space Race: Part One 31 - The Space Race: Part Two
3.6.a	Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.	12 - The Louisiana Purchase 18 - State and National Holidays 19 - Slavery and Abolition 20 - Civil War and Emancipation 22 - The Second Industrial Revolution 24 - Conservation and Preservation 27 - Women's Suffrage 28 - Civil Rights 29 - Activists and Leaders in Civil Rights 30 - The Space Race: Part One 31 - The Space Race: Part Two
3.6.b	Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.	10 - America Remembers 18 - State and National Holidays

Standards		Weekly Issues
3.6.c	Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."	9 - Patriotism and National Symbols
3.6.d	Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.	10 - America Remembers 14 - Regions of the United States: Part One 15 - Regions of the United States: Part Two
3.6.e	Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.	14 - Regions of the United States: Part One 15 - Regions of the United States: Part Two
3.7	Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.	1 - The American Revolution 2 - The Declaration of Independence 3 - The End of the American Revolution 12 - The Louisiana Purchase 19 - Slavery and Abolition 20 - Civil War and Emancipation 27 - Women's Suffrage 28 - Civil Rights 29 - Activists and Leaders in Civil Rights 30 - The Space Race: Part One 31 - The Space Race: Part Two
3.8	Describe how voluntary and involuntary migration have affected the United States.	16 - Movement 17 - Early Immigration and Industrialization
3.9	Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.	16 - Movement 17 - Early Immigration and Industrialization 22 - The Second Industrial Revolution 26 - Timelines 30 - The Space Race: Part One 31 - The Space Race: Part Two
3.10	Recognize functions of the Declaration of Independence and the Constitution of the United States.	2 - The Declaration of Independence 4 - Important Documents 5 - Government 6 - Structure of Government 27 - Women's Suffrage



Standards		Weekly Issues
3.10.a	Describe the process by which a bill becomes law.	6 - Structure of Government
3.10.b	Describe the responsibilities of the three branches of government.	6 - Structure of Government
3.10.c	Explain the relationship between the federal government and state government.	5 - Government 6 - Structure of Government
3.10.d	Compare and contrast representative democracy (republic) and monarchy.	5 - Government
3.10.e	Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.	4 - Important Documents 5 - Government 27 - Women's Suffrage 28 - Civil Rights 29 - Activists and Leaders in Civil Rights
3.11	Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.	2 - The Declaration of Independence 4 - Important Documents 27 - Women's Suffrage 28 - Civil Rights 29 - Activists and Leaders in Civil Rights
3.12	Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.	19 - Slavery and Abolition 20 - Civil War and Emancipation
3.13	Describe civic virtues: voting, running for office, serving on committees, and volunteering.	6 - Structure of Government 7 - Citizens 27 - Women's Suffrage 28 - Civil Rights
3.14	Describe how and why people become citizens of the United States.	7 - Citizens
3.15	Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.	21 - Economic Principles 22 - The Second Industrial Revolution
3.15.a	Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.	21 - Economic Principles 22 - The Second Industrial Revolution
3.15.b	Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.	21 - Economic Principles



Standards		Weekly Issues
3.15.c	Explain how supply and demand can affect the prices of goods and services.	21 - Economic Principles
3.15.d	Differentiate between imports and exports.	22 - The Second Industrial Revolution
3.15.e	Explain why and how people specialize in the production of goods and services.	21 - Economic Principles
3.16	Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.	21 - Economic Principles
3.17	Describe the relationship between scarcity and opportunity cost in economic decisions-making.	21 - Economic Principles
3.18	Describe the importance of personal finance decision-making such as budgeting and saving.	21 - Economic Principles
3.19	Create and use maps and models with a key, scale, and compass with intermediate directions.	8 - Location 11 - Map Skills 12 - The Louisiana Purchase 13 - Place 14 - Regions of the United States: Part One 15 - Regions of the United States: Part Two
3.20	Describe the geographic features of places in the United States.	11 - Map Skills 13 - Place 14 - Regions of the United States Part One 15 - Regions of the United States: Part Two
3.21	Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.	11 - Map Skills
3.22	Identify and locate the four hemispheres, equator, and prime meridian.	8 - Location
3.23	Locate and describe the seven continents and five oceans.	8 - Location
3.24	Describe the relative location of the United States.	8 - Location
3.25	Describe why and how people in the United States have modified their environment.	16 - Movement 17 - Early immigration and Industrialization 23 - Human-Environment Interaction

Standards		Weekly Issues
		24 - Conservation and Preservation
3.26	Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.	23 - Human-Environment Interaction 24 - Conservation and Preservation
3.27	Describe the importance of conservation and preservation.	24 - Conservation and Preservation
3.28	Describe how the regions of the United States vary culturally and economically.	14 - Regions of the United States: Part One 15 - Regions of the United States: Part Two 16 - Movement 21 - Economic Principles

Standards		Weekly Issues
Louisiana 4th Grade Standards		
4.1	Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.2	Use a variety of primary and secondary sources to:	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 32 - Research
4.2.a	Analyze social studies content.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography

Standards		Weekly Issues
		20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 32 - Research
4.2.b	Explain claims and evidence.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 32 - Research
4.2.c	Compare and contrast multiple sources.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 32 - Research
4.3	Explain connections between ideas, events, and developments in world history.	1 - Early Humans 2 - Agricultural Revolution

Standards		Weekly Issues
		3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 31 - Connections 32 - Research
4.4	Compare and contrast events and developments in world history.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past 31 - Connections
4.5	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties

Standards		Weekly Issues
		22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.5.a	Demonstrate an understanding of social studies content.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.5.b	Compare and contrast content and viewpoints.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.5.c	Explain causes and effects.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography

Standards		Weekly Issues
		15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.5.d	Describe counterclaims.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.6	Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.	1 - Early Humans 2 - Agricultural Revolution 3 - The Characteristics of Civilization 5 - Representing Geography 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 31 - Connections
4.7	Use geographic representations and historical information to explain how physical geography influenced the development	1 - Early Humans 3 - The Characteristics of Civilization

Standards		Weekly Issues
	of ancient civilizations and empires.	5 - Representing Geography 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 31 - Connections
4.8	Describe the origin and spread of major world religions as they developed throughout history	1 - Early Humans 6 - Ancient Mesopotamia: Geography 8 - Ancient Egypt: Geography 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 22 - North America and Louisiana: Geography 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography
4.9	Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.	1 - Early Humans
4.10	Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.	1 - Early Humans 22 - North America and Louisiana: Geography
4.11	Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.	2 - Agricultural Revolution 11 - Ancient India: Geography 13 - Ancient China: Geography 15 - Ancient Greece: Geography 17 - Roman Republic and Empire: Geography 20 - Imperial China: The Qin and Han Dynasties 23 - North America and Louisiana: First Peoples 27 - Ancient Mesoamerica: Geography
4.12	Identify and explain the importance of the following key characteristics of civilizations: culture, specialization,	4 - The People and Cultures of Civilizations



Standards		Weekly Issues
	infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.	
4.13	Describe the geographic, political, economic, and cultural structures of the ancient Near East.	6 - Ancient Mesopotamia: Geography
4.13.a	Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.	6 - Ancient Mesopotamia: Geography
4.13.b	Explain how geographic and climatic features led to the region being known as the Fertile Crescent.	6 - Ancient Mesopotamia: Geography
4.13.c	Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.	7 - Ancient Mesopotamia and Israel: Growth and Expansion
4.13.d	Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.	7 - Ancient Mesopotamia and Israel: Growth and Expansion
4.13.e	Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.	7 - Ancient Mesopotamia and Israel: Growth and Expansion
4.13.f	Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”	7 - Ancient Mesopotamia and Israel: Growth and Expansion
4.13.g	Describe the achievements of the ancient Israelites.	7 - Ancient Mesopotamia and Israel: Growth and Expansion
4.14	Describe the geographic, political, economic, and cultural structures of ancient Egypt.	8 - Ancient Egypt: Geography 9 - Ancient Egypt: Society and Government 10 - Ancient Egypt: Culture and Beliefs
4.14.a	Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.	8 - Ancient Egypt: Geography
4.14.b	Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.	9 - Ancient Egypt: Society and Government
4.14.c	Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.	10 - Ancient Egypt: Culture and Beliefs
4.14.d	Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun's tomb on the modern understanding of ancient Egypt.	9 - Ancient Egypt: Society and Government
4.14.e	Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.	10 - Ancient Egypt: Culture and Beliefs
4.14.f	Describe the cultural diffusion of ancient Egypt with	10 - Ancient Egypt: Culture and Beliefs

Standards		Weekly Issues
	surrounding civilizations through trade and conflict.	
4.15	Describe the geographic, political, economic, and cultural structures of ancient India.	11 - Ancient India: Geography
4.15.a	Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.	11 - Ancient India: Geography
4.15.b	Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.	11 - Ancient India: Geography 12 - Achievements of Ancient India
4.15.c	Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.	12 - Achievements of Ancient India
4.16	Describe the geographic, political, economic, and cultural structures of ancient Greece.	15 - Ancient greece: Geography
4.16.a	Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula and Sparta.	15 - Ancient greece: Geography
4.16.b	Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.	15 - Ancient greece: Geography
4.16.c	Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.	15 - Ancient greece: Geography
4.16.d	Explain the basic concepts of direct democracy and oligarchy.	16 - Ancient Greece: Culture
4.16.e	Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.	16 - Ancient Greece: Culture
4.16.f	Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.	16 - Ancient Greece: Culture
4.16.g	Describe the polytheistic religion of ancient Greece.	16 - Ancient Greece: Culture
4.16.h	Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.	16 - Ancient Greece: Culture
4.16.i	Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.	16 - Ancient Greece: Culture
4.16.j	Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.	16 - Ancient Greece: Culture
4.17	Describe the geographic, political, economic, and cultural	17 - Roman Republic and Empire:

Standards		Weekly Issues
	structures of ancient Rome.	Geography
4.17.a	Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.	17 - Roman Republic and Empire: Geography
4.17.b	Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.	17 - Roman Republic and Empire: Geography
4.17.c	Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.	18 - Roman Society
4.17.d	Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.	18 - Roman Society
4.17.e	Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.	18 - Roman Society
4.17.f	Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.	19 - The Roman Empire
4.17.g	Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.	19 - The Roman Empire
4.17.h	Describe the fall of the Western Roman Empire, including difficulty governing its large territory, political, military, and economic problems.	19 - The Roman Empire
4.18	Describe the geographic, political, economic, and cultural structures of ancient China.	13 - Ancient China: Geography 20 - Imperial China: The Qin and Han Dynasties
4.18.a	Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.	13 - Ancient China: Geography 20 - Imperial China: The Qin and Han Dynasties
4.18.b	Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.	13 - Ancient China: Geography 20 - Imperial China: The Qin and Han Dynasties
4.18.c	Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.	14 - Ancient China: The Shang and Zhou Dynasties
4.18.d	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.	20 - Imperial China: The Qin and Han Dynasties
4.18.e	Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and	14 - Ancient China: The Shang and Zhou Dynasties 20 - Imperial China: The Qin and Han

Standards		Weekly Issues
	the Great Wall.	Dynasties
4.18.f	Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.	21 - Achievements of Ancient China
4.18.g	Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.	21 - Achievements of Ancient China
4.19	Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.	22 - North America and Louisiana: Geography 23 - North America and Louisiana: First People 24 - Louisiana's Indigenous Communities 27 - Ancient Mesoamerica: Geography 30 - Technology and New Evidence Revealing the Past
4.19.a	Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula.	22 - North America and Louisiana: Geography 27 - Ancient Mesoamerica: Geography
4.19.b	Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.	24 - Louisiana's Indigenous Communities 26 - The Development of Indigenous Cultures: Part Two
4.19.c	Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.	23 - North America and Louisiana: First People 24 - Louisiana's Indigenous Communities
4.19.d	Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.	23 - North America and Louisiana: First People 24 - Louisiana's Indigenous Communities
4.19.e	Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.	25 - The Development of Indigenous Cultures: Part One
4.19.f	Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.	29 - Achievements of the Maya
4.19.g	Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.	28 - The Maya Civilization



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
<b>5.11.d</b>	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.	9: Mali
<b>5.11</b>	Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.	8: Ghana 9: Mali 10: Songhai
<b>5.11.a</b>	Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, The Sahara, Gulf of Guinea, and Timbuktu.	8: Ghana 9: Mali 10: Songhai
<b>5.11.b</b>	Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.	8: Ghana 9: Mali 10: Songhai
<b>5.11.c</b>	Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.	8: Ghana 9: Mali 10: Songhai
<b>5.9.g</b>	Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.	7: The Hundred Years War and the Black Death
<b>5.9.h</b>	Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.	7: The Hundred Years War and the Black Death
<b>5.9.e</b>	Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.	5: Conflict, War, and Expansion 6: Scholarly Contributions
<b>5.9.f</b>	Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.	5: Conflict, War, and Expansion 6: Scholarly Contributions
<b>5.10</b>	Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.	5: Conflict, War, and Expansion 6: Scholarly Contributions
<b>5.10.a</b>	Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.	5: Conflict, War, and Expansion 6: Scholarly Contributions



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
<b>5.10.b</b>	Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.	5: Conflict, War, and Expansion 6: Scholarly Contributions
<b>5.10.c</b>	Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.	5: Conflict, War, and Expansion 6: Scholarly Contributions
<b>5.14.f</b>	Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.	30: Colonization and the Slave Trade
<b>5.14.g</b>	Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.	29: The Columbian Exchange 30: Colonization and the Slave Trade
<b>5.14.e</b>	Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.	29: The Columbian Exchange
<b>5.14</b>	Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.	26: The Beginnings of Exploration
<b>5.14.a</b>	Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.	26: The Beginnings of Exploration
<b>5.14.b</b>	Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	26: The Beginnings of Exploration
<b>5.14.c</b>	Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.	26: The Beginnings of Exploration
<b>5.14.d</b>	Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.	26: The Beginnings of Exploration





# Louisiana Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>5.12.e</b>	Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.	24: The Reformation
<b>5.12.f</b>	Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).	24: The Reformation
<b>5.12.g</b>	Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.	24: The Reformation
<b>5.12.d</b>	Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.	23: Innovators and Inventions of the Renaissance 24: The Reformation
<b>5.12.c</b>	Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.	23: Innovators and Inventions of the Renaissance
<b>5.12</b>	Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.	22: The Renaissance 23: The Renaissance 25: The Scientific Revolution
<b>5.12.a</b>	Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.	22: The Renaissance 23: Innovators and Inventions of the Renaissance
<b>5.12.b</b>	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.	22: The Renaissance
<b>5.8</b>	Describe the origin and spread of major world religions as they developed throughout history.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
		15: Indigenous People of the Plains 16: Indigenous People of the Southeast 24: The Reformation
5.2.c	Compare and contrast multiple sources.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 22: The Renaissance 23: Innovators and Inventions of the Renaissance 24: The Reformation 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade
5.5.a	Demonstrate an understanding of social studies content.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire





# Louisiana Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
		19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire 22: The Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade 31: Developing Questions and Planning Research 32: Do Your Own Research
<b>5.5.b</b>	Compare and contrast content and viewpoints.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire 22: The Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade 31: Developing Questions and Planning Research 32: Do Your Own Research
<b>5.5.c</b>	Explain causes and effects.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe



# Louisiana Social Studies STANDARDS CORRELATION

5

	Standards	Weekly Issues
		4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire 22: The Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade 31: Developing Questions and Planning Research 32: Do Your Own Research
5.5	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire



# Louisiana Social Studies STANDARDS CORRELATION

5

	Standards	Weekly Issues
		22: The Renaissance 23: The Renaissance: 3 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: European Exploration and Colonization:2 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade 31: Developing Questions and Planning Research 32: Do Your Own Research
5.4	Compare and contrast events and developments in world history.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black 8 Death 8: Ghana 9: Mali 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 22: The Renaissance 23: Innovators and Inventions of the Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: European Exploration and Colonization:3 29: The Columbian Exchange 30: Colonization and the Slave Trade
5.3	Explain connections between ideas, events, and developments in world history.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion



# Louisiana Social Studies STANDARDS CORRELATION

5

	Standards	Weekly Issues
		6: Scholarly Contributions 7: The Hundred Years War and the Black 8 Death 8: Ghana 9: Mali 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire 23: Innovators and Inventions of the Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade
5.2	Use a variety of primary and secondary sources to:	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black 8 Death 8: Ghana 9: Mali 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: The Aztec Empire 22: The Renaissance 23: Innovators and Inventions of the



# Louisiana Social Studies STANDARDS CORRELATION

5

	Standards	Weekly Issues
		Renaissance 24: The Reformation 26: The Beginnings of Exploration 27: Motivations and Explorers 29: The Columbian Exchange 30: Colonization and the Slave Trade
<b>5.2.a</b>	Analyze social studies content.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 21: Culture of the Aztec Empire 22: The Renaissance 23: Innovators and Inventions of the Renaissance 24: The Reformation 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade
<b>5.6</b>	Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
		11: Studying the World 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 22: The Renaissance 24: The Reformation 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade
5.2.b	Explain claims and evidence.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 10: Songhai 11: Studying the World 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire 22: The Renaissance 23: Innovators and Inventions of the Renaissance 24: The Reformation 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
<b>5.5.d</b>	Describe counterclaims.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 22: The Renaissance 24: The Reformation 25: The Scientific Revolution 28: Conquest and Consequences 29: The Columbian Exchange 30: Colonization and the Slave Trade 31: Developing Questions and Planning Research 32: Do Your Own Research
<b>5.9</b>	Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe
<b>5.9.a</b>	Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe
<b>5.9.b</b>	Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe
<b>5.9.c</b>	Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe





# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
<b>5.9.d</b>	Describe the development of feudalism and manorialism and their role in the medieval European economy.	2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe
<b>5.13.e</b>	Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.	19: Mesoamerican Civilizations
<b>5.13.f</b>	Describe Aztec religious beliefs and how they were linked to the traditions of the society.	19: Mesoamerican Civilizations
<b>5.13.g</b>	Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.	19: Mesoamerican Civilizations
<b>5.13.h</b>	Identify Moctezuma II and describe features of his reign.	19: Mesoamerican Civilizations
<b>5.13.d</b>	Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.	17: The Inca Empire Begins 19: Mesoamerican Civilizations
<b>5.13.i</b>	Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.	17: The Inca Empire Begins
<b>5.13.j</b>	Explain how the Inca kept their empire together without a written language.	17: The Inca Empire Begins
<b>5.13</b>	Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.	13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 20: The Aztec Empire 21: The Aztec Empire
<b>5.13.a</b>	Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.	13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 20: The Aztec Empire





# Louisiana Social Studies STANDARDS CORRELATION

5

Standards		Weekly Issues
<b>5.13.c</b>	Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.	13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast
<b>5.13.b</b>	Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.	11: Studying the World 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast
<b>5.1</b>	Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	1: Anchored in Time and Place 2: Introduction to Medieval Europe 3: Christian Influence in Medieval Europe 4: Political and Economic Systems in Medieval Europe 5: Conflict, War, and Expansion 6: Scholarly Contributions 7: The Hundred Years War and the Black Death 8: Ghana 9: Mali 12: Politics, Economics, and Culture 13: Introduction to North American Civilizations 14: Indigenous People of the Northeast 15: Indigenous People of the Plains 16: Indigenous People of the Southeast 17: The Inca Empire Begins 18: Living in the Inca Empire 19: Mesoamerican Civilizations 22: The Renaissance 23: Innovators and the Inventions of the Renaissance 24: The Reformation 25: The Scientific Revolution 26: The Beginnings of Exploration 27: Motivations and Explorers 28: Conquest and Consequences 30: Colonization and the Slave Trade



# Louisiana Social Studies STANDARDS CORRELATION

5

Standards	Weekly Issues
<p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p>	<p>1: Anchored in Time and Place            2: Introduction to Medieval Europe            3: Christian Influence in Medieval Europe            4: Political and Economic Systems in Medieval Europe            5: Conflict, War, and Expansion            6: Scholarly Contributions            7: The Hundred Years War and the Black Death            8: Ghana            9: Mali            11: Studying the World            12: Politics, Economics, and Culture            13: Introduction to North American Civilizations            14: Indigenous People of the Northeast            15: Indigenous People of the Plains            16: Indigenous People of the Southeast            17: The Inca Empire Begins            18: Living in the Inca Empire            19: Mesoamerican Civilizations            20: The Aztec Empire            21: The Aztec Empire            26: The Beginnings of Exploration            27: Motivations and Explorers            28: Conquest and Consequences            29: The Columbian Exchange            30: Colonization and the Slave Trade</p>

Week	Title	Standards Covered
<b>Unit 1: Exploring Our World</b>		
1	History	<b>K.2</b> Differentiate between primary and secondary sources  <b>K.2.a</b> Primary sources: letters, diaries, autobiographies, speeches, interviews  <b>K.2.b</b> Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies  <b>K.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.
2	Life Long Ago and Today	<b>K.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.  <b>K.2</b> Differentiate between primary and secondary sources
3	Inventors	<b>K.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.  <b>K.6</b> identify cause and effect for a significant event in a school, neighborhood, or parish
4	Transportation Over Time	<b>K.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.  <b>K.6</b> identify cause and effect for a significant event in a school, neighborhood, or parish
5	Map Skills	<b>K.18</b> Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below
6	Location	<b>K.18</b> Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below
7	Finding Places Around Me	<b>K.18</b> Use maps and models to describe relative location. For example: locating objects and places to the right or left, up or down, in or out, above or below
8	Physical Characteristics of a Place	<b>K.19</b> Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.
9	Weather	<b>K.20</b> Identify ways people interact with their environment, including  <b>K.20.b.</b> Modifying their environment to create shelter

Week	Title	Standards Covered
		<b>K.22</b> Explain how weather impacts daily life and choices.
10	Human Characteristics of a Place	<b>K.20</b> Identify ways people interact with their environment, including <b>K.20.b.</b> Modifying their environment to create shelter <b>K.23</b> Explain why people may move from place to place.
11	How We Use Land	<b>K.20</b> Identify ways people interact with their environment, including: <b>K.20.a.</b> Using natural resources <b>K.21</b> Identify rural, suburban, and urban areas.
<b>Unit 2: Understanding the Past</b>		
12	Calendars	<b>K.1</b> Order events in a chronological sequence using schedules, calendars, and timelines. <b>K.1.a.</b> Daily classroom activities
13	Words About Time	<b>K.1</b> Order events in a chronological sequence using schedules, calendars, and timelines. <b>K.1.b</b> Significant events in students' lives
14	Changes Over Time	<b>K.1</b> Order events in a chronological sequence using schedules, calendars, and timelines. <b>K.1.a.</b> Daily classroom activities <b>K.1.b.</b> Significant events in students' lives <b>K.6</b> identify cause and effect for a significant event in a school, neighborhood, or parish
15	Patriotism	<b>K.4</b> Identify symbols, customs, famous individuals, and celebrations representative of our nation and state, including (US flag, bald eagle, Louisiana flag, brown pelican), pledging allegiance, singing national anthem, George Washington, Abraham Lincoln, MLK Jr, holidays <b>K.4.a.</b> Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican <b>K.4.b.</b> Customs: pledging allegiance to the United States flag, singing "The Star-Spangled Banner"

Week	Title	Standards Covered
16	Celebrations	<p><b>K.4</b> Identify symbols, customs, famous individuals, and celebrations representative of our nation and state, including (US flag, bald eagle, Louisiana flag, brown pelican), pledging allegiance, singing national anthem, George Washington, Abraham Lincoln, MLK Jr, holidays</p> <p><b>K.4.c.</b> Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr.</p> <p><b>K.4.d</b> State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day</p> <p><b>K.5</b> Identify examples of different cultures and traditions in Louisiana</p>
17	National Patriotic Holidays	<p><b>K.4</b> Identify symbols, customs, famous individuals, and celebrations representative of our nation and state, including (US flag, bald eagle, Louisiana flag, brown pelican), pledging allegiance, singing national anthem, George Washington, Abraham Lincoln, MLK Jr, holidays</p> <p><b>K.4.d</b> State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day</p> <p><b>K.6</b> identify cause and effect for a significant event in a school, neighborhood, or parish</p> <p><b>K.16</b> Identify jobs and industries within a school and community.</p>
18	Culture	<p><b>K.5</b> Identify examples of different cultures and traditions in Louisiana</p> <p><b>K.5.a.</b> Music: Cajun, jazz, zydeco</p> <p><b>K.5.b.</b> Traditions: king cake, red beans and rice on Mondays</p> <p><b>K.5.c.</b> Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales</p>
19	Louisiana Traditions	<p><b>K.4</b> Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:</p> <p><b>K.4.a.</b> Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican</p> <p><b>K.5</b> Identify examples of different cultures and traditions in Louisiana, including:</p>

Week	Title	Standards Covered
		<p><b>K.5.a.</b> Music: Cajun, jazz, zydeco</p> <p><b>K.5.b.</b> Traditions: king cake, red beans and rice on Mondays</p> <p><b>K.5.c.</b> Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales</p> <p><b>K.6</b> Identify a cause and effect for a significant event in a school, neighborhood, or parish.</p>
20	Learning and Working Together	<p><b>K.6</b> identify cause and effect for a significant event in a school, neighborhood, or parish</p> <p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork.</p> <p><b>K.11</b> Explain how people can work together to make decisions.</p>
<b>Unit 3: Understanding Needs and Wants</b>		
21	Economics	<p><b>K.13</b> Identify examples of goods and services.</p> <p><b>K.13.a.</b> Goods: food, toys, clothing</p> <p><b>K.15</b> Differentiate between wants and needs.</p> <p><b>K.16</b> Identify jobs and industries within a school and community.</p> <p><b>K.17</b> Describe the concept of scarcity using examples.</p>
22	Spending and Saving	<p><b>K.13</b> Identify examples of goods and services.</p> <p><b>K.14</b> Describe and compare reasons to save and spend money.</p>
23	Needs and Wants	<p><b>K.15</b> Differentiate between wants and needs.</p> <p><b>K.22</b> Explain how weather impacts daily life and choices.</p>
24	Jobs	<p><b>K.16</b> Identify jobs and industries within a school and community</p>
<b>Unit 4: Being Part of a Community</b>		
25	I Am a Member of a Community	<p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.a.</b> Taking care of personal belongings and respecting the property of others.</p>

Week	Title	Standards Covered
		<b>K.8.c.</b> Taking responsibility for assigned duties.
26	Authority Figures	<p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.b.</b> Following rules and recognizing consequences of breaking rules.</p> <p><b>K.9</b> Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p>
27	What Are Rules?	<p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.a.</b> Taking care of personal belongings and respecting the property of others.</p> <p><b>K.8.b.</b> Following rules and recognizing consequences of breaking rules.</p> <p><b>K.8.c.</b> Taking responsibility for assigned duties.</p> <p><b>K.10</b> Describe the importance of rules and how they help protect our liberties.</p>
28	What Are Laws?	<p><b>K.7</b> Explain the purpose of local government</p> <p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.b.</b> Following rules and recognizing consequences of breaking rules.</p> <p><b>K.10</b> Describe the importance of rules and how they help protect our liberties.</p> <p><b>K.11</b> Explain how people can work together to make decisions.</p>
29	Citizens	<p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.a.</b> Taking care of personal belongings and respecting the property of others.</p> <p><b>K.8.c.</b> Taking responsibility for assigned duties.</p>
30	Characteristics of Responsible Citizens	<p><b>K.8</b> Describe the importance of fairness, responsibility, respect, and hardwork. For example:</p> <p><b>K.8.a.</b> Taking care of personal belongings and respecting the property of others.</p>



Week	Title	Standards Covered
		<p><b>K.8.b.</b> Following rules and recognizing consequences of breaking rules.</p> <p><b>K.8.c.</b> Taking responsibility for assigned duties.</p>
31	Government	<p><b>K.7</b> Explain the purpose of local government</p> <p><b>K.9</b> Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p> <p><b>K.11</b> Explain how people can work together to make decisions.</p> <p><b>K.12</b> Identify local business and government leaders and describe their roles.</p>
32	Government Services	<p><b>K.9</b> Describe organizations and individuals within a school or parish that help solve issues, including the school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p> <p><b>K.13</b> Identify examples of goods and services. For example:</p> <p><b>K.13.b.</b> Services: medical care, fire protection, law enforcement, library resources</p>



# Louisiana Social Studies SCOPE & SEQUENCE

1

Week	Title	Standards Covered
<b>Unit 1: A Place Called Louisiana</b>		
1	Map Skills	<b>1.24</b> Create and use maps or models with cardinal directions, keys, and scale.
2	Locate Louisiana	<b>1.25</b> Identify where Louisiana is within the United States and on the globe.  <b>1.26</b> Differentiate between the town, parish, state, and country in which the student lives on a political map.
3	Louisiana's Regions	<b>1.27</b> Identify places, regions, and landforms in Louisiana, and describe their relative locations including the cultural regions: North Louisiana, Central Louisiana, Southwest Louisiana, Florida Parishes, Acadiana, Bayou Region, and Greater New Orleans.  <b>1.28</b> Describe the physical characteristics of various regions of Louisiana, including bayous, swamps, floodplains, forests, and farmland.
4	Louisianans Meet Their Needs	<b>1.7</b> Compare the lives of Louisianans today in urban, suburban, and rural parishes.  <b>1.29</b> Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
5	Natural Disasters	<b>1.30</b> Explain how Louisianans have successfully met the challenges posed by natural disasters.
6	Geography of Our Community	<b>1.7</b> Compare the lives of Louisianans today in urban, suburban, and rural parishes.  <b>1.29</b> Describe ways people in Louisiana change their environment to meet their needs, including the construction of bridges and levees.
<b>Unit 2: Louisiana History and Culture</b>		
7	Changes Over Time	<b>1.1</b> Create a chronological sequence of events using appropriate vocabulary.
8	Thinking Like a Historian	<b>1.2</b> Differentiate between primary and secondary sources. Examples include:  <b>1.2.a.</b> Primary sources: letters, diaries, autobiographies, speeches, interviews  <b>1.2.b.</b> Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
9	Life Long Ago and Today	<b>1.5</b> Compare life in Louisiana in the past to life today.



# Louisiana Social Studies SCOPE & SEQUENCE

1

Week	Title	Standards Covered
		<b>1.6</b> Describe how past events can affect the present.
10	National Holidays	<b>1.8</b> Identify examples of Louisiana's culture, including:  <b>1.8.a.</b> State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day
11	Culture	<b>1.6</b> Describe how past events can affect the present.
12	Louisiana's Culture	<b>1.8</b> Identify examples of Louisiana's culture, including:  <b>1.8.b.</b> Music: Cajun, jazz, zydeco  <b>1.8.c.</b> Languages: French, Spanish, Native languages (e.g., Atakpan, Caddo, Choctaw)  <b>1.8.d.</b> Architecture: St. Louis Cathedral, The Cabildo, State Capitol, Louisiana Superdome, Strand Theater, Sports Hall of Fame, The National WWII Museum  <b>1.8.e.</b> Traditions: lagniappe, second line parades, king cake, red beans and rice on Mondays  <b>1.8.f.</b> Cuisine: jambalaya, gumbo, etouffee, bread pudding, meat pies, tamales  <b>1.8.g.</b> Symbols: Louisiana State flag, brown pelican, magnolia tree, brown bear  <b>1.11</b> Identify Louisiana as a unique state among fifty, and as a part of the United States.
13	Louisiana's Heritage	<b>1.8.h.</b> Individuals who've made significant contributions to Louisiana's artistic heritage.  <b>1.9</b> Identify cultural groups that influenced Louisiana, including Acadians, Africans, Canary Islanders, French, Germans, Haitians, Native Americans, Asian Americans, French, and Spanish.
14	Movement	<b>1.31</b> Explain how and why people and goods move from place to place.  <b>1.32</b> Explain how the physical landscape of Louisiana affected the settlement of Native Americans and early settlers.
<b>Unit 3: Living and Working in Louisiana</b>		
15	Economic Choices	<b>1.18</b> Identify examples of an economic cost or benefit of a decision or event.



# Louisiana Social Studies SCOPE & SEQUENCE

1

Week	Title	Standards Covered
16	Jobs	<p><b>1.19</b> Describe how different public and private jobs help Louisianans. For example:</p> <p><b>1.19.a.</b> Public: firefighters keeping people and their property safe</p> <p><b>1.19.b.</b> Private: nurses caring for sick or injured people</p>
17	Economics	<p><b>1.20</b> Explain why and how goods and services are produced and traded.</p> <p><b>1.21</b> Describe how scarcity requires people to make choices.</p>
18	Workers Contribute to the Economy	<p><b>1.20</b> Explain why and how goods and services are produced and traded.</p> <p><b>1.22</b> Identify and describe which goods and services are produced in different places and regions in Louisiana.</p>
19	Resources of Louisiana	<p><b>1.22</b> Identify and describe which goods and services are produced in different places and regions in Louisiana.</p> <p><b>1.23</b> Describe the importance of natural resources in Louisiana, including timber, seafood, and oil.</p> <p><b>1.24</b> Create and use maps or models with cardinal directions, keys, and scale.</p>
<b>Unit 4: Being a Citizen of Louisiana and the United States</b>		
20	Community	<p><b>1.15</b> Describe the importance of fairness, responsibility, respect, and hard work. For example:</p> <p><b>1.15.a.</b> Taking care of personal belongings and respecting the property of others.</p> <p><b>1.15.b.</b> Following rules and recognizing consequences of breaking rules.</p>
21	Citizens	<p><b>1.15</b> Describe the importance of fairness, responsibility, respect, and hard work. For example:</p> <p><b>1.15.a.</b> Taking care of personal belongings and respecting the property of others.</p>
22	Characteristics of Responsible Citizens	<p><b>1.15</b> Describe the importance of fairness, responsibility, respect, and hard work. For example:</p> <p><b>1.15.a.</b> Taking care of personal belongings and respecting the property of others.</p> <p><b>1.15.b.</b> Following rules and recognizing consequences of breaking rules.</p>



# Louisiana Social Studies SCOPE & SEQUENCE

1

Week	Title	Standards Covered
		<b>1.15.c.</b> Taking responsibility for assigned duties.
23	Responsible Citizens in History	<b>1.15</b> Describe the importance of fairness, responsibility, respect, and hard work.
<b>Unit 5: How Our Government Works</b>		
24	Government	<b>1.14</b> Describe civic virtues including voting, running for office, serving on committees, and volunteering.  <b>1.16</b> Identify leaders at various levels of Louisiana State government, and explain their roles and responsibilities.
25	Rules and Laws	<b>1.13</b> Describe examples of rules and laws in Louisiana.
26	Louisiana's Government	<b>1.12</b> Identify each of the branches of the state government of Louisiana.  <b>1.14</b> Describe civic virtues including voting, running for office, serving on committees, and volunteering.
27	Government Services	<b>1.10</b> Describe the purpose of the state government of Louisiana.
<b>Unit 6: End of Year Extensions</b>		
28	What is Research?	<b>1.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.  <b>1.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
29	Questions Come From Many Places: Part One	<b>1.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.  <b>1.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.  <b>1.2</b> Differentiate between primary and secondary sources. Examples include:  <b>1.2.a.</b> Primary sources: letters, diaries, autobiographies, speeches, interviews  <b>1.2.b.</b> Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
30	Questions Come From	<b>1.3</b> Select and use appropriate evidence from primary and secondary sources



# Louisiana Social Studies SCOPE & SEQUENCE

# 1

Week	Title	Standards Covered
	Many Places: Part Two	<p>to support claims.</p> <p><b>1.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.</p> <p><b>1.2</b> Differentiate between primary and secondary sources. Examples include:</p> <p><b>1.2.a.</b> Primary sources: letters, diaries, autobiographies, speeches, interviews</p> <p><b>1.2.b.</b> Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies</p>
31	Anansi and Problem-Solving	<p><b>1.1</b> Create a chronological sequence of events using appropriate vocabulary.</p> <p><b>1.3</b> Select and use appropriate evidence from primary and secondary sources to support claims.</p> <p><b>1.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.</p>
32	Year End Review	<p><b>1.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.</p>



# Louisiana Social Studies

## SCOPE & SEQUENCE

2

Week	Title	Standards Covered
<b>Unit 1: North America: Geography and the Environment</b>		
1	Map Skills	<b>2.20</b> Create and use maps and models with a key, scale, and compass with intermediate directions.
2	Location	<b>2.20</b> Create and use maps and models with a key, scale, and compass with intermediate directions.  <b>2.22</b> Identify and locate the four hemispheres, equator, and prime meridian.  <b>2.23</b> Describe the relative location of the United States.
3	Physical Features of Places	<b>2.20</b> Create and use maps and models with a key, scale, and compass with intermediate directions.  <b>2.21</b> Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.  <b>2.22</b> Identify and locate the four hemispheres, equator, and prime meridian.
4	Human Characteristics of a Place	<b>2.19</b> Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.  <b>2.24</b> Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
5	Natural Hazards	<b>2.25</b> Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.
6	Regions of the United States	<b>2.20</b> Create and use maps and models with a key, scale, and compass with intermediate directions.  <b>2.21</b> Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.  <b>2.23</b> Describe the relative location of the United States.  <b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.  <b>2.7.f.</b> Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
7	Memorials and	<b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and





# Louisiana Social Studies

## SCOPE & SEQUENCE

2

Week	Title	Standards Covered
	Monuments	<p>places.</p> <p><b>2.7.e.</b> Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p>
<b>Unit 2: The Earliest Americans</b>		
8	Timelines	<b>2.1</b> Create and use a chronological sequence of events using appropriate vocabulary.
9	Sources	<p><b>2.2</b> Differentiate between primary and secondary sources. Examples include:</p> <p><b>2.2.a.</b> Primary sources: letters, diaries, autobiographies, speeches, interviews</p> <p><b>2.2.b.</b> Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies</p> <p><b>2.3</b> Select and use appropriate evidence from primary and secondary sources to support claims</p>
10	Patriotic Holidays	<p><b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.</p> <p><b>2.7.c.</b> Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.</p>
11	Patriotic Symbols	<p><b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.</p> <p><b>2.7.d.</b> Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto In God We Trust.</p> <p><b>2.7.e.</b> Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p>



# Louisiana Social Studies

## SCOPE & SEQUENCE

2

Week	Title	Standards Covered
12	Innovations Over Time	<b>2.5</b> Compare life in the United States in the past to life today.
13	Folktales and Legends	<b>2.8</b> Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.
14	Early History	<p><b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.</p> <p><b>2.7.b.</b> Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.</p> <p><b>2.6</b> Describe the significance of the American Revolution and the founding of the United States.</p> <p><b>2.10</b> Identify and describe principles of American democracy and relate them to the founding of the nation.</p> <p><b>2.10.a.</b> Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life.</p>
<b>Unit 3: Making the United States of America</b>		
15	Founders	<p><b>2.6</b> Describe the significance of the American Revolution and the founding of the United States.</p> <p><b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.</p> <p><b>2.7.a.</b> Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.</p>
16	Important Documents	<p><b>2.10</b> Identify and describe principles of American democracy and relate them to the founding of the nation.</p> <p><b>2.10.b.</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.</p>
17	Principles of Democracy	<b>2.10</b> Identify and describe principles of American democracy and relate them to the founding of the nation. <b>b.</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
18	Patriotism	<b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.



# Louisiana Social Studies

## SCOPE & SEQUENCE

2

Week	Title	Standards Covered
		<p><b>2.7.c.</b> Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.</p> <p><b>2.7.d.</b> Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto In God We Trust.</p>
19	The Structure of National Government	<p><b>2.9</b> Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).</p> <p><b>2.12</b> Define governmental systems, including democracy and monarchy.</p>
20	The Purpose of Government	<p><b>2.11</b> Explain the purpose of rules and laws in the United States.</p>
21	State and Local Government	<p><b>2.9</b> Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).</p> <p><b>2.15</b> Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.</p>
22	Rules and Laws	<p><b>2.11</b> Explain the purpose of rules and laws in the United States.</p>
23	Citizenship	<p><b>2.13</b> Describe civic virtues including voting, running for office, serving on committees, and volunteering.</p> <p><b>2.14</b> Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.</p>
<b>Unit 4: Choices and Costs</b>		
24	Needs, Wants, and Resources	<p><b>2.17</b> Explain why and how people specialize in the production of goods and services.</p> <p><b>2.19</b> Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.</p>
25	Economic Activity	<p><b>2.17</b> Explain why and how people specialize in the production of goods and services.</p>



# Louisiana Social Studies

## SCOPE & SEQUENCE

2

Week	Title	Standards Covered
		<b>2.19</b> Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
26	Producers and Consumers	<p><b>2.16</b> Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.</p> <p><b>2.16.a.</b> Describe how people are both producers and consumers.</p>
27	Economic Principles	<p><b>2.16</b> Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports</p> <p><b>2.16.b.</b> Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.</p> <p><b>2.17</b> Explain why and how people specialize in the production of goods and services.</p> <p><b>2.26</b> Explain how and why people, goods, and ideas move from place to place.</p>
28	More Economic Principles	<p><b>2.16</b> Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.</p> <p><b>2.16.c.</b> Identify examples of an economic cost or benefit of a decision or event.</p> <p><b>2.18</b> Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.</p>
29	Movement	<p><b>2.26</b> Explain how and why people, goods, and ideas move from place to place.</p> <p><b>2.27</b> Describe how and why people from various cultures immigrate to the United States.</p>
30	Goals	<b>2.14</b> Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.
<b>Unit 5: End of Year Extensions</b>		
31	Historical Figures	<p><b>2.3</b> Select and use appropriate evidence from primary and secondary sources to support claims</p> <p><b>2.4</b> Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.</p>



# Louisiana Social Studies

## SCOPE & SEQUENCE

# 2

Week	Title	Standards Covered
		<b>2.5</b> Compare life in the United States in the past to life today. <b>2.7</b> Identify and describe national historical figures, celebrations, symbols, and places.
32	Solving Problems in Your Community	<b>2.3</b> Select and use appropriate evidence from primary and secondary sources to support claims <b>2.4</b> Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.

Week	Title	Standards Covered
<b>Unit 1: Founding the United States of America</b>		
1	The American Revolution	<p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p>
2	The Declaration of Independence	<p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.10</b> Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.11</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.</p>
3	The End of the American Revolution	<p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p>
4	Important Documents	<p><b>3.10</b> Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.10.e</b> Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.</p> <p><b>3.11</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States</p>

Week	Title	Standards Covered
5	Government	<p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.10</b> Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.10.c</b> Explain the relationship between the federal government and state government.</p> <p><b>3.10.d</b> Compare and contrast representative democracy (republic) and monarchy.</p> <p><b>3.10.e</b> Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.</p>
<b>Unit 2: People, Papers, and Places</b>		
6	Structure of Government	<p><b>3.10</b> Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.10.a</b> Describe the process by which a bill becomes law.</p> <p><b>3.10.b</b> Describe the responsibilities of the three branches of government.</p> <p><b>3.10.c</b> Explain the relationship between the federal government and state government.</p> <p><b>3.13</b> Describe civic virtues: voting, running for office, serving on committees, and volunteering.</p>
7	Citizens	<p><b>3.13</b> Describe civic virtues: voting, running for office, serving on committees, and volunteering.</p> <p><b>3.14</b> Describe how and why people become citizens of the United States.</p>
8	Location	<p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.22</b> Identify and locate the four hemispheres, equator, and prime meridian.</p> <p><b>3.23</b> Locate and describe the seven continents and five oceans.</p> <p><b>3.24</b> Describe the relative location of the United States.</p>
9	Patriotism and National Symbols	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.c</b> Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."</p>



Week	Title	Standards Covered
10	America Remembers	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.b</b> Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.</p> <p><b>3.6.d</b> Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p>
<b>Unit 3: A Growing Nation</b>		
11	Map Skills	<p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.20</b> Describe the geographic features of places in the United States.</p> <p><b>3.21</b> Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.</p>
12	The Louisiana Purchase	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.3</b> Use a variety of primary and secondary sources to:</p> <p><b>3.3.a</b> Analyze social studies content.</p>

Week	Title	Standards Covered
		<p><b>3.4.a</b> Demonstrate an understanding of social studies content.</p> <p><b>3.5</b> Compare life in the United States in the past and present.</p>
13	Place	<p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.20</b> Describe the geographic features of places in the United States.</p>
14	Regions of the United States: Part One	<p><b>3.6.d</b> Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p> <p><b>3.6.e</b> Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.</p> <p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.20</b> Describe the geographic features of places in the United States.</p> <p><b>3.28</b> Describe how the regions of the United States vary culturally and economically.</p>
15	Regions of the United States: Part Two	<p><b>3.6.d</b> Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.</p> <p><b>3.6.e</b> Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.</p> <p><b>3.19</b> Create and use maps and models with a key, scale, and compass with intermediate directions.</p> <p><b>3.20</b> Describe the geographic features of places in the United States.</p> <p><b>3.28</b> Describe how the regions of the United States vary culturally and economically.</p>

Week	Title	Standards Covered
<b>Unit 4: A Changing Nation</b>		
16	Movement	<p><b>3.8</b> Describe how voluntary and involuntary migration have affected the United States.</p> <p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p> <p><b>3.25</b> Describe why and how people in the United States have modified their environment.</p> <p><b>3.28</b> Describe how the regions of the United States vary culturally and economically.</p>
17	Early Immigration and Industrialization	<p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.3</b> Use a variety of primary and secondary sources to:</p> <p><b>3.3.a.</b> Analyze social studies content.</p> <p><b>3.8</b> Describe how voluntary and involuntary migration have affected the United States.</p> <p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p> <p><b>3.25</b> Describe why and how people in the United States have modified their environment.</p>
18	State and National Holidays	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.6.b</b> Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.</p>
19	Slavery and Abolition	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p>

Week	Title	Standards Covered
		<p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.12</b> Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.</p>
20	Civil War and Emancipation	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.12</b> Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.</p>
<b>Unit 5: A Nation of Industry and Innovation</b>		
21	Economic Principles	<p><b>3.15</b> Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.</p> <p><b>3.15.a</b> Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.</p> <p><b>3.15.b</b> Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.</p> <p><b>3.15.c</b> Explain how supply and demand can affect the prices of goods and services.</p> <p><b>3.15.e</b> Explain why and how people specialize in the production of goods and services.</p>

Week	Title	Standards Covered
		<p><b>3.16</b> Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.</p> <p><b>3.17</b> Describe the relationship between scarcity and opportunity cost in economic decisions-making.</p> <p><b>3.18</b> Describe the importance of personal financial decision making such as budgeting and saving.</p> <p><b>3.28</b> Describe how the regions of the United States vary culturally and economically.</p>
22	The Second Industrial Revolution	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p> <p><b>3.15</b> Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.</p> <p><b>3.15.a</b> Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.</p> <p><b>3.15.d</b> Differentiate between imports and exports.</p>
23	Human-Environment Interaction	<p><b>3.25</b> Describe why and how people in the United States have modified their environment.</p> <p><b>3.26</b> Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.</p>
24	Conservation and Preservation	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p>

Week	Title	Standards Covered
		<p><b>3.25</b> Describe why and how people in the United States have modified their environment.</p> <p><b>3.26</b> Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.</p> <p><b>3.27</b> Describe the importance of conservation and preservation.</p>
<b>Unit 6: Towards a More Perfect Union</b>		
25	Sources	<p><b>3.3</b> Use a variety of primary and secondary sources to:</p> <p><b>3.3.a</b> Analyze social studies content.</p> <p><b>3.3.b</b> Explain claims and evidence.</p> <p><b>3.3.c</b> Compare and contrast multiple sources.</p> <p><b>3.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>3.4.a</b> Demonstrate an understanding of social studies content.</p> <p><b>3.4.b</b> Compare and contrast content and viewpoints.</p> <p><b>3.4.c</b> Explain causes and effects.</p> <p><b>3.4.d</b> Describe counterclaims.</p> <p><b>3.5</b> Compare life in the United States in the past and present.</p>
26	Timelines	<p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p> <p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.5</b> Compare life in the United States in the past and present.</p>
27	Women's Suffrage	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p>



Week	Title	Standards Covered
		<p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.10</b> Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.10.e</b> Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.</p> <p><b>3.11</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.13</b> Describe civic virtues: voting, running for office, serving on committees, and volunteering.</p>
28	Civil Rights	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.10.e</b> Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.</p> <p><b>3.11</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.</p> <p><b>3.13</b> Describe civic virtues: voting, running for office, serving on committees, and volunteering.</p>
29	Activists and Leaders in Civil Rights	<p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.3.a</b> Use a variety of primary and secondary sources to: Analyze social studies content.</p> <p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p>



Week	Title	Standards Covered
		<p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.10.e</b> Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.</p> <p><b>3.11</b> Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.</p>
<b>Unit 7: An Ever Advancing Nation</b>		
30	The Space Race: Part One	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p> <p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p>
31	The Space Race: Part Two	<p><b>3.6</b> Identify and describe national historical figures, celebrations, and symbols.</p> <p><b>3.6.a</b> Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.</p> <p><b>3.7</b> Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.</p>

Week	Title	Standards Covered
		<p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p>
32	Engage in Your Own Research	<p><b>3.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>3.2</b> Explain connections between ideas, events, and developments in U.S. history.</p> <p><b>3.3</b> Use a variety of primary and secondary sources to:</p> <p><b>3.3.a</b> Analyze social studies content.</p> <p><b>3.3.b</b> Explain claims and evidence.</p> <p><b>3.3.c</b> Compare and contrast multiple sources.</p> <p><b>3.4</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>3.4.a</b> Demonstrate an understanding of social studies content.</p> <p><b>3.4.b</b> Compare and contrast content and viewpoints.</p> <p><b>3.4.c</b> Explain causes and effects.</p> <p><b>3.4.d</b> Describe counterclaims.</p> <p><b>3.5</b> Compare life in the United States in the past and present.</p> <p><b>3.9</b> Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.</p>

Week	Title	Standards Covered
<b>Unit 1: Prehistory and the Agricultural Revolution</b>		
1	Early Humans	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.9</b> Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.</p> <p><b>4.10</b> Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.</p>
2	Agricultural Revolution	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p>

Week	Title	Standards Covered
		<p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p>
3	The Characteristics of Civilization	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p>

Week	Title	Standards Covered
		<p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p>
4	The People and Cultures of Civilizations	<b>4.12</b> Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.
<b>Unit 2: Ancient Near East</b>		
5	Representing Geography	<p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p>
6	Ancient Mesopotamia: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p>

Week	Title	Standards Covered
		<p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.13</b> Describe the geographic, political, economic, and cultural structures of the ancient Near East.</p> <p><b>4.13.a</b> Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.</p> <p><b>4.13.b</b> Explain how geographic and climatic features led to the region being known as the Fertile Crescent.</p>
7	Ancient Mesopotamia and Israel: Growth and Expansion	<p><b>4.13.c</b> Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.</p> <p><b>4.13.d</b> Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.</p> <p><b>4.13.e</b> Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.</p> <p><b>4.13.f</b> Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”</p> <p><b>4.13.g</b> Describe the achievements of the ancient Israelites.</p>
8	Ancient Egypt: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p>

Week	Title	Standards Covered
		<p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.14</b> Describe the geographic, political, economic, and cultural structures of ancient Egypt.</p> <p><b>4.14.a</b> Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.</p>
9	Ancient Egypt: Society and Government	<p><b>4.14</b> Describe the geographic, political, economic, and cultural structures of ancient Egypt.</p> <p><b>4.14.b</b> Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.</p>



Week	Title	Standards Covered
		<b>4.14.d</b> Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun's tomb on the modern understanding of ancient Egypt.
10	Ancient Egypt: Culture and Beliefs	<p><b>4.14</b> Describe the geographic, political, economic, and cultural structures of ancient Egypt.</p> <p><b>4.14.c</b> Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.</p> <p><b>4.14.e</b> Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.</p> <p><b>4.14.f</b> Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.</p>
<b>Unit 3: Early Civilizations: India, China, Greece</b>		
11	Ancient India: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p>

Week	Title	Standards Covered
		<p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.15</b> Describe the geographic, political, economic, and cultural structures of ancient India.</p> <p><b>4.15.a</b> Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.</p> <p><b>4.15.b</b> Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.</p>
12	Achievements of Ancient India	<p><b>4.15.b</b> Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.</p> <p><b>4.15.c</b> Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.</p>
13	Ancient China: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p>

Week	Title	Standards Covered
		<p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.18</b> Describe the geographic, political, economic, and cultural structures of ancient China.</p> <p><b>4.18.a</b> Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.</p> <p><b>4.18.b</b> Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.</p>
14	Ancient China: The Shang and Zhou Dynasties	<p><b>4.18.c</b> Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.</p> <p><b>4.18.e</b> Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.</p>
15	Ancient Greece: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p>

Week	Title	Standards Covered
		<p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.16</b> Describe the geographic, political, economic, and cultural structures of ancient Greece.</p> <p><b>4.16.a</b> Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula and Sparta.</p> <p><b>4.16.b</b> Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.</p> <p><b>4.16.c</b> Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.</p>
16	Ancient Greece: Culture and Society	<p><b>4.16.d</b> Explain the basic concepts of direct democracy and oligarchy.</p> <p><b>4.16.e</b> Explain the characteristics of the major Greek city-states of Athens and</p>

Week	Title	Standards Covered
		<p>Sparta, including status of women, approaches to education, type of government, and the practice of slavery.</p> <p><b>4.16.f</b> Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.</p> <p><b>4.16.g</b> Describe the polytheistic religion of ancient Greece.</p> <p><b>4.16.h</b> Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.</p> <p><b>4.16.i</b> Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.</p> <p><b>4.16.j</b> Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.</p>
<b>Unit 4: The Growth of Empires</b>		
17	Roman Republic and Empire: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p>

Week	Title	Standards Covered
		<p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.17</b> Describe the geographic, political, economic, and cultural structures of ancient Rome.</p> <p><b>4.17.a</b> Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.</p> <p><b>4.17.b</b> Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.</p>
18	Roman Society	<p><b>4.17.c</b> Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.</p> <p><b>4.17.d</b> Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.</p> <p><b>4.17.e</b> Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.</p>
19	The Roman Empire	<p><b>4.17.f</b> Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.</p> <p><b>4.17.g</b> Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.</p> <p><b>4.17.h</b> Describe the fall of the Western Roman Empire, including difficulty governing its large territory, political, military, and economic problems.</p>
20	Imperial China: The Qin and Han Dynasties	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world</p>

Week	Title	Standards Covered
		<p>history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.18</b> Describe the geographic, political, economic, and cultural structures of ancient China.</p> <p><b>4.18.a</b> Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.</p> <p><b>4.18.b</b> Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.</p> <p><b>4.18.d</b> Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.</p> <p><b>4.18.e</b> Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.</p>



Week	Title	Standards Covered
21	Achievements of Ancient China	<p><b>4.18.f</b> Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.</p> <p><b>4.18.g</b> Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.</p>
<b>Unit 5: Cultures of North America</b>		
22	North America and Louisiana: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.10</b> Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.</p>

Week	Title	Standards Covered
		<p><b>4.19</b> Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>4.19.a</b> Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula.</p>
23	North America and Louisiana: First Peoples	<p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.19</b> Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.</p>
24	Louisiana's Indigenous Communities	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p>

Week	Title	Standards Covered
		<p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.19</b> Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>4.19.b</b> Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.</p>
25	The Development of Indigenous Cultures: Part One	<b>4.19.e</b> Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
26	The Development of Indigenous Cultures: Part Two	<b>4.19.b</b> Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
<b>Unit 6: Early Civilizations: The Maya</b>		
27	Ancient Mesoamerica: Geography	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p>

Week	Title	Standards Covered
		<p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p> <p><b>4.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>4.11</b> Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.</p> <p><b>4.19</b> Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>4.19.a</b> Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula.</p>
28	The Maya Civilization	<b>4.19.g</b> Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.
29	Achievements of the Maya	<b>4.19.f</b> Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
30	Technology and New Evidence Revealing the Past	<p><b>4.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>4.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>4.5.b</b> Compare and contrast content and viewpoints.</p>

Week	Title	Standards Covered
		<p><b>4.5.c</b> Explain causes and effects.</p> <p><b>4.5.d</b> Describe counterclaims.</p> <p><b>4.19</b> Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.</p>
31	Connections	<p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>4.4</b> Compare and contrast events and developments in world history.</p> <p><b>4.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.</p> <p><b>4.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.</p>
32	Research	<p><b>4.2</b> Use a variety of primary and secondary sources to:</p> <p><b>4.2.a</b> Analyze social studies content.</p> <p><b>4.2.b</b> Explain claims and evidence.</p> <p><b>4.2.c</b> Compare and contrast multiple sources.</p> <p><b>4.3</b> Explain connections between ideas, events, and developments in world history.</p>



# Louisiana Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
<b>Unit 1: The Medieval World</b>		
1	Anchored in Time and Place	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p>
2	Introduction to Medieval Europe	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9</b> Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.</p> <p><b>5.9.a</b> Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and</p>



# Louisiana Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p>the Mediterranean Sea.</p> <p><b>5.9.b</b> Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.</p> <p><b>5.9.c</b> Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.</p> <p><b>5.9.d</b> Describe the development of feudalism and manorialism and their role in the medieval European economy.</p>
3	Christian Influence in Medieval Europe	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9</b> Describe the geographic, political, economic, and cultural structures of</p>





# Louisiana Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p>Europe during the Middle Ages.</p> <p><b>5.9.a</b> Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.</p> <p><b>5.9.b</b> Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.</p> <p><b>5.9.c</b> Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.</p> <p><b>5.9.d</b> Describe the development of feudalism and manorialism and their role in the medieval European economy.</p>
4	Political and Economic Systems in Medieval Europe	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p>



# Louisiana Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9</b> Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.</p> <p><b>5.9.a</b> Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.</p> <p><b>5.9.b</b> Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.</p> <p><b>5.9.c</b> Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.</p> <p><b>5.9.d</b> Describe the development of feudalism and manorialism and their role in the medieval European economy.</p>
5	Conflict, War, and Expansion	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p>



# Louisiana Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9.e</b> Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.</p> <p><b>5.9.f</b> Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.</p> <p><b>5.10</b> Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.</p> <p><b>5.10.a</b> Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.</p> <p><b>5.10.b</b> Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.</p> <p><b>5.10.c</b> Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.</p>
6	Scholarly Contributions	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p>



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Week	Title	Standards Covered
		<p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9.e</b> Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.</p> <p><b>5.9.f</b> Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.</p> <p><b>5.10</b> Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.</p> <p><b>5.10.a</b> Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.</p> <p><b>5.10.b</b> Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.</p> <p><b>5.10.c</b> Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.</p>
7	The Hundred Years War and the Black Death	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p>



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Week	Title	Standards Covered
		<p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.9.g</b> Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.</p> <p><b>5.9.h</b> Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.</p>
<b>Unit 2: Medieval African Empires</b>		
8	Ghana	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p>



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Week	Title	Standards Covered
		<p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.11</b> Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.</p> <p><b>5.11.a</b> Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenné, The Sahara, Gulf of Guinea, and Timbuktu.</p> <p><b>5.11.b</b> Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning.</p> <p><b>5.11.c</b> Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.</p>
9	Mali	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p>



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Week	Title	Standards Covered
		<p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.11</b> Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.</p> <p><b>5.11.a</b> Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenné, The Sahara, Gulf of Guinea, and Timbuktu.</p> <p><b>5.11.b</b> Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning.</p> <p><b>5.11.c</b> Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.</p> <p><b>5.11.d</b> Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.</p>
10	Songhai	<p><b>5.11</b> Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.</p> <p><b>5.11.a</b> Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenné, The Sahara, Gulf of Guinea, and Timbuktu.</p> <p><b>5.11.b</b> Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu as centers of trade, culture, and learning.</p> <p><b>5.11.c</b> Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.</p>
<b>Unit 3: Civilizations in North America</b>		
11	Studying the World	<b>5.6</b> Create and use geographic representations to locate and describe places





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Week	Title	Standards Covered
		<p>and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p>
12	Politics, Economics, and Culture	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p>
13	Introduction to North American Civilizations	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p>



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Week	Title	Standards Covered
		<p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.b</b> Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> <p><b>5.13.c</b> Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.</p>
14	Indigenous People of the Northeast	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p>



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Week	Title	Standards Covered
		<p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.b</b> Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> <p><b>5.13.c</b> Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.</p>
15	Indigenous People of the Plains	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p>



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Week	Title	Standards Covered
		<p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.b</b> Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> <p><b>5.13.c</b> Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.</p>
16	Indigenous People of the Southeast	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world</p>



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Week	Title	Standards Covered
		<p>history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.b</b> Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.</p> <p><b>5.13.c</b> Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.</p>
<b>Unit 4: The Inca and Aztec Empires</b>		
17	The Inca Empire Begins	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p>



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Week	Title	Standards Covered
		<p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.d</b> Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.</p> <p><b>5.13.i</b> Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.</p> <p><b>5.13.j</b> Explain how the Inca kept their empire together without a written language.</p>
18	Living in the Inca Empire	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p>



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Week	Title	Standards Covered
		<p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p>





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Week	Title	Standards Covered
		<p><b>5.13.d</b> Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.</p> <p><b>5.13.i</b> Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.</p> <p><b>5.13.j</b> Explain how the Inca kept their empire together without a written language.</p>
19	Mesoamerican Civilizations	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including</p>



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Week	Title	Standards Covered
		<p>the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.d</b> Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.</p> <p><b>5.13.f</b> Describe Aztec religious beliefs and how they were linked to the traditions of the society.</p> <p><b>5.13.g</b> Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.</p>
20	The Aztec Empire	<p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including</p>



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Week	Title	Standards Covered
		<p>the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.13.e</b> Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.</p> <p><b>5.13.g</b> Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.</p> <p><b>5.13.h</b> Identify Moctezuma II and describe features of his reign.</p>
21	Culture of the Aztec Empire	<p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13</b> Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.</p> <p><b>5.13.d</b> Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations.</p>



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Week	Title	Standards Covered
		<p><b>5.13.f</b> Describe Aztec religious beliefs and how they were linked to the traditions of the society.</p> <p><b>5.13.g</b> Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.</p>
<b>Unit 5: Renaissance and Reformation</b>		
22	The Renaissance	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.12</b> Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.</p> <p><b>5.12.a</b> Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.</p> <p><b>5.12.b</b> Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.</p>
23	Innovators and Inventions of the Renaissance	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p>



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Week	Title	Standards Covered
		<p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.12</b> Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.</p> <p><b>5.12.a</b> Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.</p> <p><b>5.12.c</b> Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.</p> <p><b>5.12.d</b> Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.</p>
24	The Reformation	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p>



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Week	Title	Standards Covered
		<p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.8</b> Describe the origin and spread of major world religions as they developed throughout history.</p> <p><b>5.12.d</b> Explain how Johannes Gutenberg’s printing press affected the growth of literacy and diffusion of knowledge.</p> <p><b>5.12.e</b> Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther’s 95 Theses.</p>
25	The Scientific Revolution	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.12</b> Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.</p> <p><b>5.12.f</b> Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).</p> <p><b>5.12.g</b> Describe Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope.</p>



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Week	Title	Standards Covered
<b>Unit 6: Age of Contact</b>		
26	The Beginnings of Exploration	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.14</b> Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.</p> <p><b>5.14.a</b> Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.</p> <p><b>5.14.b</b> Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.</p> <p><b>5.14.c</b> Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.</p>
27	Motivations and Explorers	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p>





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Week	Title	Standards Covered
		<p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.14</b> Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.</p> <p><b>5.14.a</b> Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.</p> <p><b>5.14.b</b> Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.</p>
28	Conquest and Consequences	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p>



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Week	Title	Standards Covered
		<p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.13.a</b> Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.</p> <p><b>5.14</b> Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.</p> <p><b>5.14.a</b> Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.</p>



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Week	Title	Standards Covered
		<b>5.14.d</b> Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
29	The Columbian Exchange	<p><b>5.2</b> Use a variety of primary and secondary sources to:</p> <p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.14.e</b> Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.</p> <p><b>5.14.g</b> Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.</p>
30	Colonization and the Slave Trade	<p><b>5.1</b> Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.</p> <p><b>5.2</b> Use a variety of primary and secondary sources to:</p>



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Week	Title	Standards Covered
		<p><b>5.2.a</b> Analyze social studies content.</p> <p><b>5.2.b</b> Explain claims and evidence.</p> <p><b>5.2.c</b> Compare and contrast multiple sources.</p> <p><b>5.3</b> Explain connections between ideas, events, and developments in world history.</p> <p><b>5.4</b> Compare and contrast events and developments in world history.</p> <p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p> <p><b>5.6</b> Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.</p> <p><b>5.7</b> Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.</p> <p><b>5.14.e</b> Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.</p> <p><b>5.14.f</b> Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.</p> <p><b>5.14.g</b> Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.</p>



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Week	Title	Standards Covered
<b>Unit 7: Inquiry</b>		
31	Developing Questions and Planning Research	<p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p>
32	Do Your Own Research	<p><b>5.5</b> Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:</p> <p><b>5.5.a</b> Demonstrate an understanding of social studies content.</p> <p><b>5.5.b</b> Compare and contrast content and viewpoints.</p> <p><b>5.5.c</b> Explain causes and effects.</p> <p><b>5.5.d</b> Describe counterclaims.</p>