

Standards		Weekly Issues
<b>Citizenship and Government</b>		
<b>K.1.1.1</b>	<p>Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate civic skills in a classroom that reflect an understanding of civic values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.</p>	<p>Week 5 Government Week 8 Citizens</p>
<b>K.1.2.1</b>	<p>Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p>	<p>Week 1 I Am a Member of a Community Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 27 Culture Week 28 Holidays Around the World</p>
<b>K.1.3.1</b>	<p>Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p>	<p>Week 1 I Am a Member of a Community Week 3 What are Rules? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 18 Human Characteristics of a Place Week 31 Jobs</p>
<b>K.1.4.1</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>	<p>Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents</p>
<b>Economics</b>		
<b>K.2.7.1</b>	<p>Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p>	

Standards		Weekly Issues
	Use cost-benefit (pro/con) analysis as a group to solve a problem.	
<b>K.2.9.1</b>	<p>Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p>	<p>Week 29 Needs and Wants Week 30 Economics Week 31 Jobs Week 32 Spending and Saving</p>
<b>K.2.10.1</b>	<p>Micro: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Distinguish between goods (objects that can be seen or touched) and services (actions or activities), and identify goods and services that could satisfy a specific need or want.</p>	<p>Week 30 Economics Week 31 Jobs Week 32 Spending and Saving</p>
<b>K.2.12.1</b>	<p>Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the positive and negative consequences of international trade and globalization on communities and the environment.</p> <p>Explain why people agree to trade.</p>	
<b>Geography</b>		
<b>K.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p>	<p>Week 11 National Symbols Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map</p>
<b>K.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p>	<p>Week 13 Map Skills Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather</p>

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		Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 22 Changes Over Time
<b>K.3.17.1</b>	<p>Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Create a representation of your favorite place. Tell why it is important to you and how it makes you feel.</p>	Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
<b>History</b>		
<b>K.4.18.1</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one's family, school or local community.</p>	Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time Week 27 Culture
<b>K.4.19.1</b>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p>	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 27 Culture Week 28 Holidays Around the World
<b>K.4.20.1</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Describe how people learn about the past by identifying different types of historical sources and asking what we can learn from those sources.</p>	Week 23 History
<b>K.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p>	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today

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	Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.	Week 25 Inventors Week 26 Transportation Over Time
<b>K.5.22.1</b>	<p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p>	Week 7 Learning and Working Together Week 9 Characteristics of Responsible Citizens Week 12 National Patriotic Holidays Week 23 History Week 25 Inventors Week 26 Transportation Over Time
<b>Ethnic Studies</b>		
<b>K.5.23.1</b>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Create a representation of oneself, including one's family and/or ancestors; discuss one's choices, describing what is special and important, including strengths and assets.</p>	Week 7 Learning and Working Together Week 22 Changes Over Time Week 27 Culture
<b>K.5.24.1</b>	<p>Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Retell a story about an unfair experience that conveys a power imbalance (your own or from a story you have read). Share what we can learn from this story.</p>	
<b>K.5.25.1</b>	<p>Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Describe the importance of first peoples/Indigenous peoples' relationships to land, water and the non-human world.</p>	

Standards		Weekly Issues
<b>Strand 1: Citizenship and Government</b>		
<b>1.1.1.1</b>	<p>Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p>	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 11 Patriotism
<b>1.1.2.1</b>	<p>Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p>	Week 7 Important Documents Week 8 Citizens Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 25 Culture
<b>1.1.3.1</b>	<p>Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p>	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 13 National Patriotic Holidays
<b>1.1.4.1</b>	<p>Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p>	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 6 Founders Week 7 Important Documents Week 8 Citizens
<b>1.1.4.2</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p>	Week 4 Government

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	Explain how voting determines who will be president and vice president and identify the president and vice president.	
1.1.6.1	<p>Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Identify a tribal nation in Minnesota and list what unites the members as a nation.</p>	
<b>Strand 2: Economics</b>		
1.2.7.1	<p>Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Use pro/con analysis for two available alternatives to make a decision.</p>	Week 27 Needs and Wants Week 29 Economic Choices Week 32 Spending and Saving
1.2.8.1	<p>Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Define scarcity as not having enough of something to satisfy everyone's wants; give examples.</p>	Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 32 Spending and Saving
1.2.11.1	<p>Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p>	Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
1.2.12.1	<p>Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>List examples of goods that people buy from different countries.</p>	Week 27 Needs and Wants Week 28 Economics

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<b>Strand 3: Geography</b>		
<b>1.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p>	Week 8 Citizens Week 12 National Patriotic Symbols Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 19 Geography of Our Community Week 31 Workers Contribute to the Economy
<b>1.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe the unifying characteristics of specific classroom and school regions.</p>	Week 14 Map Skills Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
<b>1.3.15.1</b>	<p>Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.</p>	Week 17 Human Characteristics of a Place
<b>Strand 4: History</b>		
<b>1.4.18.1</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p>	Week 6 Founders Week 10 Responsible Citizens in History Week 13 National Patriotic Holidays Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
<b>1.4.19.1</b>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Examine multiple accounts of an event, identifying different perspectives.</p>	Week 23 Life Long Ago and Today
<b>1.4.20.1</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context,</p>	Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time

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	<p>intended audience, purpose and author’s point of view of these sources.</p> <p>Investigate historical sources to describe how people lived at a particular time in the past; identify who created the source.</p>	
<b>1.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline about your life or your community by identifying a sequence of events.</p>	Week 21 Change Over Time
<b>1.5.22.1</b>	<p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p>	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 13 National Patriotic Holidays Week 24 Communication Over Time
<b>Strand 5: Ethnic Studies</b>		
<b>1.5.23.1</b>	<p>Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify examples of ethnicity, equality, liberation and systems of power, and use those examples to construct meanings for those terms.</p>	Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 25 Culture
<b>1.5.24.1</b>	<p>Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify examples of how people care for each other as they work for change in communities.</p>	Week 1 Community Week 7 Important Documents Week 10 Responsible Citizens in History Week 13 National Patriotic Holidays



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<b>Strand 1: Citizenship and Government</b>		
<b>2.1.1.1</b>	<p>Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p>	Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 11 Citizenship Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 31 Solving Problems in Your Community
<b>2.1.2.1</b>	<p>Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p>	Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 11 Citizenship Week 15 Memorials and Monuments Week 16 Patriotic Holidays
<b>2.1.3.1</b>	<p>Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p>	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 11 Citizenship
<b>2.1.4.1</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p> <p>Identify a level of government and describe the role it serves in the lives of community members.</p>	Week 4 Rules and Laws Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services
<b>2.1.6.1</b>	<p>Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Describe how tribal government structures govern the affairs of the nation.</p>	Week 9 Tribal, State, and Local Government

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<b>Strand 2: Economics</b>		
<b>2.2.7.1</b>	<p>Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Investigate what characteristics make an item useful as money.</p>	<p>Week 27 Economic Choices Week 30 More Economic Principles</p>
<b>2.2.8.1</b>	<p>Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p>	<p>Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles Week 30 More Economic Principles</p>
<b>2.2.9.1</b>	<p>Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p>	<p>Week 25 Needs, Wants, and Resources Week 27 Economic Choices Week 31 Solving Problems in Your Community</p>
<b>Strand 3: Geography</b>		
<b>2.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p>	<p>Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 23 Culture Week 24 Regions of the World Week 25 Needs, Wants, and Resources</p>
<b>2.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>	<p>Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World Week 31 Solving Problems in Your Community</p>

Standards		Weekly Issues
<b>2.3.16.1</b>	<p>Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.</p>	<p>Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 31 Solving Problems in Your Community</p>
<b>Strand 4: History</b>		
<b>2.4.18.1</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p>	<p>Week 1 Sources Week 14 Founders</p>
<b>2.4.19.1</b>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p>	<p>Week 1 Sources Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 23 Culture Week 32 Historical Figures</p>
<b>2.4.20.1</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Use historical sources to investigate how the relationship between people and the environment has changed over time; identify whose voices and perspectives are represented in the sources and whose are absent.</p>	<p>Week 1 Sources Week 32 Historical Figures</p>
<b>2.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use and create calendars to identify days, weeks, months, years and seasons; identify how the environment can impact how we measure time and create calendars.</p>	<p>Week 2 Timelines Week 16 Patriotic Holidays</p>

Standards		Weekly Issues
<b>Strand 5: Ethnic Studies</b>		
<b>2.5.23.1</b>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Compare and contrast different ways of knowing, seeing, and understanding land use, rights and ownership over time.</p>	
<b>2.5.23.2</b>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify how different groups have worked to protect the land and natural resources.</p>	<p>Week 21 Humans and the Environment Week 31 Solving Problems in Your Community</p>
<b>2.5.24.1</b>	<p>Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Propose an idea to improve the relationship between humans and the environment.</p>	<p>Week 31 Solving Problems in Your Community</p>
<b>2.5.25.2</b>	<p>Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Explore the importance of Indigenous peoples’ interactions with land, water and the non-human world.</p>	<p>Week 1 Sources Week 7 The Purpose of Government Week 10 Government Services Week 11 Citizenship Week 13 Patriotic Symbols Week 23 Culture Week 31 Solving Problems in Your Community</p>

Standards		Weekly Issues
<b>Strand 1: Citizenship and Government</b>		
<b>3.1.1.1</b>	<p>Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p>	Week 1 Developing Inquiries Week 6 I am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry
<b>3.1.3.1</b>	<p>Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p>	Week 6 I am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 23 Using Charts, Maps, and Data
<b>3.1.4.1</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p>	Week 6 I am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 9 Important Documents Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry
<b>3.1.5.1</b>	<p>Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p>	Week 1 Developing Inquiries Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
<b>3.1.6.1</b>	<p>Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate the 11 tribal nations of Minnesota and describe how tribal nations interact with local or state government.</p>	Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
<b>Strand 2: Economics</b>		

Standards		Weekly Issues
<b>3.2.8.1</b>	<p>Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p>	<p>Week 28 Urban, Suburban, and Rural Land Use Week 29 Producers and Consumers Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community</p>
<b>3.2.9.1</b>	<p>Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Identify possible short and long term consequences of different choices, while highlighting that not all individuals have access to the same choices.</p>	
<b>3.2.10.1</b>	<p>Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain that consumers have two roles: as sellers and buyers of goods and services; explain that producers have two roles: as sellers of goods and services and buyers of resources. Buyers and sellers are connected because one person's spending becomes another person's income.</p>	<p>Week 29 Producers and Consumers Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community</p>
<b>Strand 3: Geography</b>		
<b>3.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p>	<p>Week 1 Developing Inquiries Week 14 Thinking Like a Geographer Week 15 Map Skills Week 18 Regions Part 1 Week 19 Regions Part 2 Week 20 Water is a Natural Resource Week 21 Migration</p>
<b>3.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p>	<p>Week 14 Thinking Like a Geographer Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1</p>

Standards		Weekly Issues
		Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
<b>3.3.15.1</b>	Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.  Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.	Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 28 Urban, Suburban, and Rural land Use Week 31 Transportation Over Time
<b>3.3.17.1</b>	Culture: Investigate how a sense of place is impacted by different cultural perspectives.  Describe how you feel in different places including your school, environment or local community.	Week 6 I am a Member of a Community Week 13 Inquiry Week 18 Regions Part 1 Week 19 Regions Part 2 Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time
<b>Strand 4: History</b>		
<b>3.4.18.1</b>	Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.  Identify various ways that different cultures have expressed concepts of time and space.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 9 Important Documents Week 22 Timelines Week 24 Communities Over Time Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time
<b>3.4.18.2</b>	Change, Continuity, and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.  Compare family life, buildings and/or technologies from ancient times to today.	
<b>3.4.19.1</b>	Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.  Identify and describe daily life for people living in ancient times in at least three different parts of the world.	Week 1 Developing Inquiries Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time
<b>3.4.20.1</b>	Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources;	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions

Standards		Weekly Issues
	<p>and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.</p> <p>Identify what types of historical sources have survived from the ancient world; ask and answer questions about what we can and cannot know about the ancient world based on these sources.</p>	
<b>3.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.</p>	<p>Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 13 Inquiry Week 31 Transportation Over Time</p>
<b>3.4.21.2</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.</p>	<p>Week 23 Using Charts, Maps, and Data</p>
<b>Strand 5: Ethnic Studies</b>		
<b>3.5.22.1</b>	<p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.</p>	<p>Week 1 Developing Inquiries</p>
<b>3.5.24.1</b>	<p>Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify how various groups have advocated for self determination and a more representative media.</p>	<p>Week 25 People who Influence Communities</p>



Standards		Weekly Issues
<b>Strand 1: Citizenship and Government</b>		
<b>4.1.1.1</b>	<p>Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 3 Analyzing and Evaluating Evidence            Week 14 Needs and Wants            Week 19 Guided Inquiry: Economy of My State            Week 20 Foundations of Government and Law            Week 21 Structure and Functions of Government            Week 22 Tribal, State, and Local Governments            Week 23 Citizens            Week 24 Responsibilities of Citizens</p>
<b>4.1.2.1</b>	<p>Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p>	<p>Week 20 Foundations of Government and Law            Week 21 Structure and Functions of Government            Week 22 Tribal, State, and Local Governments            Week 23 Citizens            Week 24 Responsibilities of Citizens</p>
<b>4.1.4.1</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p>	<p>Week 14 Needs and Wants            Week 19 Guided Inquiry: Economy of My State            Week 20 Foundations of Government and Law            Week 21 Structure and Functions of Government            Week 22 Tribal, State, and Local Governments            Week 23 Citizens            Week 25 Guided Inquiry: Road to Statehood and Government</p>
<b>4.1.5.1</b>	<p>Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p>	<p>Week 3 Analyzing and Evaluating Evidence            Week 21 Structure and Functions of Government            Week 22 Tribal, State, and Local Governments            Week 23 Citizens            Week 24 Responsibilities of Citizens            Week 25 Guided Inquiry: Road to Statehood and Government</p>
<b>4.1.6.1</b>	<p>Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate areas inhabited by Indigenous people united by language and similar ways of life in North America, and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.</p>	<p>Week 22 Tribal, State, and Local Governments            Week 25 Guided Inquiry: Road to Statehood and Government</p>

Standards		Weekly Issues
<b>4.2.7.1</b>	<p>Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 3 Analyzing and Evaluating Evidence            Week 8 Physical Characteristics            Week 13 Guided Inquiry: Physical and Human Characteristics of My State            Week 14 Needs and Wants            Week 15 Economic Principles            Week 16 Economic Activities            Week 19 Guided Inquiry: Economy of My State</p>
<b>4.2.8.2</b>	<p>Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain how incentives can change people's decisions about resource use.</p>	<p>Week 14 Needs and Wants            Week 15 Economic Principles            Week 17 Personal Finance            Week 18 Economic Systems            Week 19 Guided Inquiry: Economy of My State</p>
<b>4.2.10.1</b>	<p>Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain what it means for a resource to be productive and how productivity can increase.</p>	<p>Week 15 Economic Principles            Week 16 Economic Activities            Week 19 Guided Inquiry: Economy of My State</p>
<b>4.2.11.1</b>	<p>Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p>	<p>Week 14 Needs and Wants            Week 15 Economic Principles            Week 16 Economic Activities            Week 18 Economic Systems            Week 19 Guided Inquiry: Economy of My State</p>
<b>4.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p>	<p>Week 6 Geographic Skills            Week 7 Location            Week 8 Physical Characteristics            Week 11 Movement</p>

Standards		Weekly Issues
	Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.	Week 13 Guided Inquiry: Physical and Human Characteristics of My State
<b>4.3.13.3</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p>	Week 1 Developing Questions and Planning Inquiries Week 3 Analyzing and Evaluating Evidence Week 6 Geographic Skills Week 7 Location Week 8 Physical Characteristics Week 9 Regions of the United States Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
<b>4.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p>	Week 9 Regions of the United States Week 10 Human Characteristics Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
<b>4.3.14.2</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p>	Week 8 Physical Characteristics Week 9 Regions of the United States Week 10 Human Characteristics Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State
<b>4.3.16.1</b>	<p>Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Explain how changes in climate and choices humans make impact environments from local to global scales.</p>	
<b>4.3.17.1</b>	<p>Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p>	Week 1 Developing Questions and Planning Inquiries Week 10 Human Characteristics Week 11 Movement Week 12 Culture Week 13 Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
		Week 25 Guided Inquiry: Road to Statehood and Government Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
<b>4.4.18.1</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 20 Foundations of Government and Law Week 23 Citizens Week 25 Guided Inquiry: Road to Statehood and Government Week 26 Chronology Week 27 Change Over Time Week 28 Conflict and Cooperation Week 29 Contributions of Individuals and Groups
<b>4.4.20.1</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p>	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 4 Using Evidence to Communicate Conclusions Week 25 Guided Inquiry: Road to Statehood and Government Week 26 Chronology Week 27 Change Over Time Week 28 Conflict and Cooperation Week 29 Contributions of Individuals and Groups
<b>4.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p>	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 25 Guided Inquiry: Road to Statehood and Government Week 26 Chronology Week 27 Change Over Time Week 28 Conflict and Cooperation Week 29 Contributions of Individuals and Groups

Standards	Weekly Issues
<p><b>4.5.23.1</b> Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate government responses to migration and immigration both locally and nationally.</p>	<p>Week 13 Guided Inquiry: Physical and Human Characteristics of My State            Week 25 Guided Inquiry: Road to Statehood and Government            Week 28 Conflict and Cooperation            Week 29 Contributions of Individuals and Groups</p>
<p><b>4.5.23.2</b> Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Explain the role that stereotypes and images, including those that are racist, play in the construction of an individual or group’s identity; identify the implications associated with them and how and why stereotypes have changed over time.</p>	<p>Week 12 Culture            Week 28 Conflict and Cooperation            Week 29 Contributions of Individuals and Groups</p>
<p><b>4.5.25.1</b> Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.</p>	<p>Week 25 Guided Inquiry: Road to Statehood and Government            Week 28 Conflict and Cooperation            Week 29 Contributions of Individuals and Groups</p>
<p><b>4.5.25.2</b> Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>	<p>Week 12 Culture            Week 20 Foundations of Government and Law            Week 25 Guided Inquiry: Road to Statehood and Government            Week 27 Change Over Time            Week 28 Conflict and Cooperation            Week 29 Contributions of Individuals and Groups            Week 30 Symbols and Landmarks            Week 31 Celebrations and Remembrance            Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State</p>

Standards		Weekly Issues
<b>Strand 1: Citizenship and Government</b>		
<b>5.1.2.1</b>	<p>Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.</p>	<p>Week 21 The Shot Heard Round the World Week 23 Independence and Revolution: The Government Week 29 The Bill of Rights Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.1.3.1</b>	<p>Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.</p>	<p>Week 27 The Founders and the Process Week 29 The Bill of Rights Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.1.4.1</b>	<p>Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.</p>	<p>Week 28 The Constitution Week 29 The Bill of Rights Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.1.6.1</b>	<p>Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal nations and the United States.</p> <p>Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.</p>	<p>Week 27 The Founders and the Process Week 32 Guided Inquiry: Changes in the United States</p>
<b>Strand 2: Economics</b>		

Standards		Weekly Issues
<p><b>5.2.9.1</b></p>	<p>Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 10 The Age of Encounters            Week 12 The Colonies and Their Founding            Week 14 Colonial Life            Week 18 Consequences of the French and Indian War            Week 19 The Acts of Parliament            Week 20 The Actions of the Colonies            Week 30 The New Nation            Week 31 America on the Move            Week 32 Guided Inquiry: Changes in the United States</p>
<p><b>5.2.10.1</b></p>	<p>Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	
<p><b>5.2.11.1</b></p>	<p>Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 13 Jamestown            Week 16 Conflicts and Compromise in North America            Week 19 The Acts of Parliament            Week 20 The Actions of the Colonies            Week 30 The New Nation            Week 31 America on the Move            Week 32 Guided Inquiry: Changes in the United States</p>
<p><b>5.2.12.1</b></p>	<p>Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p>	<p>Week 8 Trade and Economics in North America            Week 10 The Age of Encounters            Week 11 Consequences of Contact            Week 12 The Colonies and Their Founding            Week 13 Jamestown            Week 14 Colonial Life            Week 16 Conflicts and Compromise in North America            Week 17 Clash of Empires            Week 18 Consequences of the French and Indian War            Week 19 The Acts of Parliament            Week 20 The Actions of the Colonies            Week 21 The Shot Heard Round the World</p>

Standards		Weekly Issues
		Week 26 Outcomes of the American Revolution Week 30 The New Nation Week 32 Guided Inquiry: Changes in the United States
<b>Strand 3: Geography</b>		
<b>5.3.13.1</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.</p>	Week 8 Trade and Economics in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 32 Guided Inquiry: Changes in the United States
<b>5.3.13.2</b>	<p>Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p>	Week 1 Developing Questions and Planning Inquiries Week 4 Communicating Conclusions Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 32 Guided Inquiry: Changes in the United States
<b>5.3.14.1</b>	<p>Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p>	Week 6 Life in the Americas Week 8 Trade and Economics in North America Week 10 The Age of Encounters Week 12 The Colonies and Their Founding Week 13 Jamestown Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 32 Guided Inquiry: Changes in the United States
<b>5.3.15.1</b>	<p>Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p>	Week 1 Developing Questions and Planning Inquiries Week 6 Life in the Americas Week 8 Trade and Economics in North America Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown
<b>5.3.16.1</b>	<p>Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p>	Week 1 Developing Questions and Planning Inquiries Week 12 The Colonies and Their Founding Week 13 Jamestown Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States



Standards		Weekly Issues
	Describe how the choices people make have impacted a physical environment over time.	
<b>5.3.17.1</b>	<p>Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 6 Life in the Americas            Week 8 Trade and Economics in North America            Week 10 The Age of Encounters            Week 13 Jamestown            Week 16 Conflicts and Compromise in North America            Week 17 Clash of Empires            Week 18 Consequences of the French and Indian War            Week 32 Guided Inquiry: Changes in the United States</p>
<b>Strand 4: History</b>		
<b>5.4.18.1</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p>	<p>Week 6 Life in the Americas            Week 7 Government and Culture in North America            Week 8 Trade and Economics in North America            Week 16 Conflicts and Compromise in North America            Week 17 Clash of Empires            Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.4.18.2</b>	<p>Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p>	<p>Week 1 Developing Questions and Planning Inquiries            Week 2 Historical Inquiry Sources            Week 3 Analyzing and Evaluating Evidence            Week 4 Communicating Conclusions            Week 26 Outcomes of the American Revolution            Week 27 The Founders and the Process            Week 28 The Constitution            Week 29 The Bill of Rights            Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.4.19.1</b>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p>	<p>Week 2 Historical Inquiry Sources            Week 3 Analyzing and Evaluating Evidence            Week 4 Communicating Conclusions            Week 14 Colonial Life            Week 32 Guided Inquiry: Changes in the United States</p>
<b>5.4.19.2</b>	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p>	<p>Week 19 The Acts of Parliament            Week 20 The Actions of the Colonies            Week 21 The Shot Heard Round the World            Week 23 Independence and Revolution: The Government</p>

	Standards	Weekly Issues
	Explain an event or events of the American Revolution through multiple perspectives.	Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 32 Guided Inquiry: Changes in the United States
<b>5.4.20.1</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 13 Jamestown Week 23 Independence and Revolution: The Government
<b>5.4.20.2</b>	<p>Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>	Week 19 The Acts of Parliament Week 21 The Shot Heard Round the World Week 23 Independence and Revolution: The Government Week 30 The New Nation
<b>5.4.21.1</b>	<p>Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p>	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War
<b>5.4.21.2</b>	Causation and Argumentation: Integrate evidence from multiple historical sources and	Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life

Standards		Weekly Issues
	<p>interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the difference between indentured servitude and chattel slavery in colonial North America, and identify the transatlantic slave route on a map.</p>	
<b>Strand 5: Ethnic Studies</b>		
<b>5.5.22.1</b>	<p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.</p>	
<b>5.5.23.1</b>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate name origins, identity and how language can be exclusionary and liberatory.</p>	
<b>5.5.24.1</b>	<p>Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.</p>	
<b>5.5.25.1</b>	<p>Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p>	

Standards		Weekly Issues
	Examine contemporary policing and explore its historical roots in early America.	

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>
2	Authority Figures	<p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p> <p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>
3	What Are Rules?	<p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p>

Week	Title	Standards Covered
		<p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>
4	What Are Laws?	<p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	<p>K.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate civic skills in a classroom that reflect an understanding of civic values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p>
6	Important Documents	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p>

Week	Title	Standards Covered
		<p>K.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify examples of rules in the school and neighborhood community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</p> <p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p>
7	Learning and Working Together	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p> <p>K.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Create a representation of oneself, including one's family and/or ancestors; discuss one's choices, describing what is special and important, including strengths and assets.</p>
8	Citizens	<p>K.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate civic skills in a classroom that reflect an understanding of civic</p>

Week	Title	Standards Covered
		<p>values by identifying a classroom goal and listing ways that students work together using civic skills to address a need or goal.</p> <p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p>
9	Characteristics of Responsible Citizens	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p>
11	National Symbols	<p>K.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p>



Week	Title	Standards Covered
		<p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p>
12	National Patriotic Holidays	<p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p>
<b>Unit 4: Geography</b>		
13	Map Skills	<p>K.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p>
14	Location	<p>K.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Create a representation of your favorite place. Tell why it is important to you and how it makes you feel.</p>

Week	Title	Standards Covered
15	Finding Places Around Me	<p>K.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p> <p>K.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Create a representation of your favorite place. Tell why it is important to you and how it makes you feel.</p>
16	Physical Characteristics of a Place	<p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p>
17	Weather	<p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p>
18	Human Characteristics of a Place	<p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p> <p>K.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Create a representation of your favorite place. Tell why it is important to you and how it makes you feel.</p>

Week	Title	Standards Covered
19	My Place on the Map	<p>K.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p> <p>K.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Create a representation of your favorite place. Tell why it is important to you and how it makes you feel.</p>
<b>Unit 5: Time and Chronology</b>		
20	Calendars	<p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p>
21	Words About Time	<p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p>
22	Changes Over Time	<p>K.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Identify physical and human characteristics and find examples in my community and within stories.</p> <p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one's family, school or local community.</p>

Week	Title	Standards Covered
		<p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p> <p>K.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Create a representation of oneself, including one’s family and/or ancestors; discuss one’s choices, describing what is special and important, including strengths and assets.</p>
<b>Unit 6: History</b>		
23	History	<p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one’s family, school or local community.</p> <p>K.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p> <p>Describe how people learn about the past by identifying different types of historical sources and asking what we can learn from those sources.</p> <p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p>
24	Life Long Ago and Today	<p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p>

Week	Title	Standards Covered
		<p>Ask historical questions about a past event in one's family, school or local community.</p> <p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p>
25	Inventors	<p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one's family, school or local community.</p> <p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.</p>
26	Transportation Over Time	<p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one's family, school or local community.</p> <p>K.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of diverse historical stories.</p> <p>K.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p>

Week	Title	Standards Covered
		Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
<b>Unit 7: Culture</b>		
27	Culture	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about a past event in one's family, school or local community.</p> <p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p> <p>K.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Create a representation of oneself, including one's family and/or ancestors; discuss one's choices, describing what is special and important, including strengths and assets.</p>
28	Holidays Around the World	<p>K.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Consider the groups you belong to and describe ways group members show they belong to the group.</p> <p>K.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify how different families and communities celebrate or commemorate events, and engage in respectful conversation about traditions within one's family/community and those of other families/communities.</p>

Week	Title	Standards Covered
<b>Unit 8: Economics</b>		
29	Needs and Wants	<p>K.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p>
30	Economics	<p>K.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>K.2.10.1 Micro: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Distinguish between goods (objects that can be seen or touched) and services (actions or activities), and identify goods and services that could satisfy a specific need or want.</p>
31	Jobs	<p>K.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List groups you belong to and name your role. Describe your responsibilities to each of those groups.</p> <p>K.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>K.2.10.1 Micro: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Distinguish between goods (objects that can be seen or touched) and services (actions or activities), and identify goods and services that could satisfy a specific need or want.</p>

Week	Title	Standards Covered
32	Spending and Saving	<p>K.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>K.2.10.1 Micro: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Distinguish between goods (objects that can be seen or touched) and services (actions or activities), and identify goods and services that could satisfy a specific need or want.</p>



Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p> <p>1.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify examples of how people care for each other as they work for change in communities.</p>
2	Authority Figures	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p>

Week	Title	Standards Covered
		<p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p>
3	Rules and Laws	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p> <p>1.1.4.2 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Explain how voting determines who will be president and vice president and identify the president and vice president.</p>
5	Government Services	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong</p>

Week	Title	Standards Covered
		<p>civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p>
6	Founders	<p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p> <p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p>
7	Important Documents	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p>

Week	Title	Standards Covered
		<p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p> <p>1.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p> <p>1.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify examples of how people care for each other as they work for change in communities.</p>
8	Citizens	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.1.4.1 Governmental Institutions and Political Processes; Explain and evaluate</p>

Week	Title	Standards Covered
		<p>processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Identify characteristics of effective rules and participate in a process to establish classroom rules.</p> <p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p> <p>1.5.23.1 Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify examples of ethnicity, equality, liberation and systems of power, and use those examples to construct meanings for those terms.</p>
9	Characteristics of Responsible Citizens	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.5.23.1 Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify examples of ethnicity, equality, liberation and systems of power, and use those examples to construct meanings for those terms.</p>
10	Responsible Citizens in History	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p>

Week	Title	Standards Covered
		<p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p> <p>1.5.23.1 Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify examples of ethnicity, equality, liberation and systems of power, and use those examples to construct meanings for those terms.</p> <p>1.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify examples of how people care for each other as they work for change in communities.</p>
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p>1.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Participate in the civic life of the community by demonstrating civic skills that reflect an understanding of civic values in order to work together to reach a community goal or need.</p> <p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p>

Week	Title	Standards Covered
		<p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p>
12	National Patriotic Symbols	<p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p> <p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p>
13	National Patriotic Holidays	<p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p> <p>1.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>List the rights of learners in the classroom community. Describe how individuals work together to respect and uphold the rights of the individuals in the community.</p> <p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p> <p>1.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify examples of how people care for each other as they work for change in</p>

Week	Title	Standards Covered
		communities.
<b>Unit 4: Geography</b>		
14	Map Skills	<p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p> <p>1.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe the unifying characteristics of specific classroom and school regions.</p>
15	Location	<p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p>
16	Physical Characteristics of a Place	<p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p> <p>1.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe the unifying characteristics of specific classroom and school regions.</p>
17	Human Characteristics of a Place	<p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p> <p>1.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe the unifying characteristics of specific classroom and school regions.</p> <p>1.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.</p>
18	Adapting to Our Environment	<p>1.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p>



Week	Title	Standards Covered
		Describe the unifying characteristics of specific classroom and school regions.
19	Geography of Our Community	<p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p> <p>1.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe the unifying characteristics of specific classroom and school regions.</p>
<b>Unit 5: History</b>		
20	Calendars	
21	Changes Over Time	<p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline about your life or your community by identifying a sequence of events.</p>
22	History	<p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p> <p>Investigate historical sources to describe how people lived at a particular time in the past; identify who created the source.</p>
23	Life Long Ago and Today	<p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p>

Week	Title	Standards Covered
		<p>1.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Examine multiple accounts of an event, identifying different perspectives.</p> <p>1.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Investigate historical sources to describe how people lived at a particular time in the past; identify who created the source.</p>
24	Communication Over Time	<p>1.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.</p> <p>1.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Investigate historical sources to describe how people lived at a particular time in the past; identify who created the source.</p> <p>1.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe how a person or group in the past worked to make things fairer for people at that time, and identify the legacy (lasting impact) of their work today.</p>
<b>Unit 6: Culture</b>		
25	Culture	<p>1.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a symbol, song, pledge or tradition that is important to you and explain why. Describe ways people show patriotism, including the Pledge of Allegiance.</p> <p>1.5.23.1 Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p>

Week	Title	Standards Covered
		Identify examples of ethnicity, equality, liberation and systems of power, and use those examples to construct meanings for those terms.
26	Folktales and Legends	
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p>1.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Use pro/con analysis for two available alternatives to make a decision.</p> <p>1.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Define scarcity as not having enough of something to satisfy everyone's wants; give examples.</p> <p>1.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>List examples of goods that people buy from different countries.</p>
28	Economics	<p>1.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Define scarcity as not having enough of something to satisfy everyone's wants; give examples.</p> <p>1.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p> <p>1.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>List examples of goods that people buy from different countries.</p>
29	Economic Choices	1.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic

Week	Title	Standards Covered
		<p>question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Use pro/con analysis for two available alternatives to make a decision.</p> <p>1.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Define scarcity as not having enough of something to satisfy everyone's wants; give examples.</p> <p>1.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p>
30	Jobs	<p>1.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p>
31	Workers Contribute to the Economy	<p>1.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p> <p>1.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and describe the location of items and places shown using positional words or addresses; ask spatial questions about your map.</p>
32	Spending and Saving	<p>1.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Use pro/con analysis for two available alternatives to make a decision.</p> <p>1.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to</p>

Week	Title	Standards Covered
		<p>make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Define scarcity as not having enough of something to satisfy everyone's wants; give examples.</p> <p>1.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain that an economy is a system for using resources and distributing goods and services within a community.</p>

Week	Title	Standards Covered
<b>2nd Grade Standards</b>		
1	Sources	<p>2.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p> <p>2.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Use historical sources to investigate how the relationship between people and the environment has changed over time; identify whose voices and perspectives are represented in the sources and whose are absent.</p>
2	Timelines	<p>2.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use and create calendars to identify days, weeks, months, years and seasons; identify how the environment can impact how we measure time and create calendars.</p>
3	I Belong to a Community	<p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p>
4	Rules and Laws	<p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p> <p>2.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p>

Week	Title	Standards Covered
		Identify a level of government and describe the role it serves in the lives of community members.
5	Principles of Democracy	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p>
6	Important Documents	<p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p>
7	The Purpose of Government	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p>

Week	Title	Standards Covered
		<p>is not fair.</p> <p>2.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p> <p>Identify a level of government and describe the role it serves in the lives of community members.</p>
8	The Structure of National Government	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p> <p>2.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p> <p>Identify a level of government and describe the role it serves in the lives of community members.</p>
9	Tribal, State, and Local Government	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights,</p>



Week	Title	Standards Covered
		<p>citizen participation, majority rules and accepting the results of an election.</p> <p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p> <p>2.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p> <p>Identify a level of government and describe the role it serves in the lives of community members.</p> <p>2.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Describe how tribal government structures govern the affairs of the nation.</p>
10	Government Services	<p>2.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and Tribal Nations.</p> <p>Identify a level of government and describe the role it serves in the lives of community members.</p>
11	Citizenship	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Compare and contrast student rules, rights and responsibilities at school and at home; explain the importance of following rules; discuss what to do when a rule is not fair.</p> <p>2.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical</p>

Week	Title	Standards Covered
		<p>and contemporary injustices.</p> <p>Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.</p>
12	Patriotism	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p>
13	Patriotic Symbols	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p>
14	Founders	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or</p>

Week	Title	Standards Covered
15	Memorials and Monuments	<p>beliefs of its people.</p> <p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p>
16	Patriotic Holidays	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how voting and elections exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules and accepting the results of an election.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p> <p>2.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Use and create calendars to identify days, weeks, months, years and seasons;</p>

Week	Title	Standards Covered
		identify how the environment can impact how we measure time and create calendars.
17	Map Skills	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>
18	Location	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>
19	Physical Features of Places	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>
20	Human Characteristics of Places	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p> <p>2.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p>

Week	Title	Standards Covered
		<p>Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.</p>
21	Humans and the Environment	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p> <p>2.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.</p> <p>2.5.23.2 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify how different groups have worked to protect the land and natural resources.</p>
22	Movement	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>
23	Culture	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe</p>

Week	Title	Standards Covered
		<p>how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p> <p>2.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Describe how a community may consist of multiple cultures, identifying how power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.</p>
24	Regions of the World	<p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p>
25	Needs, Wants, and Resources	<p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p> <p>2.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p> <p>2.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create sketch maps and use both fixed and dynamic maps to locate places; describe these locations in relation to other places.</p>
26	Economic Activity	<p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect</p>

Week	Title	Standards Covered
		<p>economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p>
27	Economic Choices	<p>2.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Investigate what characteristics make an item useful as money.</p> <p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p> <p>2.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p>
28	Producers and Consumers	<p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p>
29	Economic Principles	<p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p>
30	More Economic Principles	<p>2.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Provide an example of an opportunity cost, which is the next best alternative when a choice is made.</p>

Week	Title	Standards Covered
31	Solving Problems in Your Community	<p>2.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Demonstrate voting skills by participating in a vote and identifying the rules that keep the voting process fair.</p> <p>2.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p> <p>2.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Ask and answer spatial questions about physical and human characteristics in my environment.</p> <p>2.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.</p> <p>2.5.23.2 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Identify how different groups have worked to protect the land and natural resources.</p> <p>2.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Propose an idea to improve the relationship between humans and the environment.</p> <p>2.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Describe how a community may consist of multiple cultures, identifying how</p>



Week	Title	Standards Covered
		power is shared among cultural communities. Identify power, cooperation and conflict in multicultural communities.
32	Historical Figures	<p>2.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe how the culture of a community today reflects the history, daily life or beliefs of its people.</p> <p>2.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Use historical sources to investigate how the relationship between people and the environment has changed over time; identify whose voices and perspectives are represented in the sources and whose are absent.</p>
d33	What is Inquiry?	
34	Family History Inquiry	
35	Culture Review	
36	Family Culture Inquiry	

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Inquiries	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p> <p>3.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.</p> <p>Identify what types of historical sources have survived from the ancient world; ask and answer questions about what we can and cannot know about the ancient world based on these sources.</p> <p>3.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p>

Week	Title	Standards Covered
2	Sources	<p>Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.</p> <p>Identify what types of historical sources have survived from the ancient world; ask and answer questions about what we can and cannot know about the ancient world based on these sources.</p> <p>3.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.</p>
3	Examining Evidence and Communicating Conclusions	<p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p> <p>3.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and</p>

Week	Title	Standards Covered
		<p>narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author’s point of view of these sources.</p> <p>Identify what types of historical sources have survived from the ancient world; ask and answer questions about what we can and cannot know about the ancient world based on these sources.</p> <p>3.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.</p>
4	Taking Action	<p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one’s frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p>
5	Engage in Your Own Inquiry	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p>

Week	Title	Standards Covered
		<p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past. Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p> <p>3.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.</p> <p>Identify what types of historical sources have survived from the ancient world; ask and answer questions about what we can and cannot know about the ancient world based on these sources.</p>
<b>Unit 2: Civics and Government</b>		
6	I am a Member of a Community	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Describe how you feel in different places including your school, environment or local community.</p>

Week	Title	Standards Covered
7	Purposes of Government	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p>
8	Government	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p>
9	Important Documents	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills,</p>

Week	Title	Standards Covered
		<p>including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p>
10	National Government	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships</p>

Week	Title	Standards Covered
		<p>and governing structures of sovereign tribal nations and the United States.</p> <p>Locate the 11 tribal nations of Minnesota and describe how tribal nations interact with local or state government.</p>
11	Tribal, State, and Local Government	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate the 11 tribal nations of Minnesota and describe how tribal nations interact with local or state government.</p>
12	We the People	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how</p>



Week	Title	Standards Covered
		<p>civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p>
13	Inquiry	<p>3.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills, including civic discourse, for the purpose of informed and engaged lifelong civic participation.</p> <p>Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.</p> <p>3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels, and tribal nations.</p> <p>Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.</p> <p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p> <p>3.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate the 11 tribal nations of Minnesota and describe how tribal nations interact with local or state government.</p>

Week	Title	Standards Covered
		<p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Describe how you feel in different places including your school, environment or local community.</p>
<b>Unit 3: Geography</b>		
14	Thinking like a geographer	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p> <p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p>
15	Map Skills	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p>
16	Natural Features and Landforms	<p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p>
18	Regions Part 1	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p> <p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p> <p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p>

Week	Title	Standards Covered
		Describe how you feel in different places including your school, environment or local community.
19	Regions Part 2	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p> <p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p> <p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Describe how you feel in different places including your school, environment or local community.</p>
20	Water is a natural resource	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p>
21	Migration	<p>3.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.</p> <p>3.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <p>Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.</p>
<b>Unit 4: History</b>		
22	Timelines	<p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p>
23	Using Charts, Maps, and Data	3.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.

Week	Title	Standards Covered
		<p>Explain the principles of majority rule with minority rights and describe how civic discourse supports respect for diverse viewpoints.</p> <p>3.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <p>Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.</p> <p>3.4.21.2 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.</p>
24	Communities Over Time	<p>3.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <p>Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p>
25	People who influence communities	<p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Describe how you feel in different places including your school, environment or local community.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p> <p>3.5.24.1 Resistance: Describe how individuals and communities have fought</p>

Week	Title	Standards Covered
		<p>for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Identify how various groups have advocated for self determination and a more representative media.</p>
26	Problem Solving	<p>3.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Identify a local public problem and describe ways that individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.</p>
27	Eyewitnesses to Change Over Time	<p>3.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Describe how you feel in different places including your school, environment or local community.</p> <p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Identify and describe daily life for people living in ancient times in at least three different parts of the world.</p>
<b>Unit 5: Economics</b>		
28	Urban, Suburban, and Rural Land Use	<p>3.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain that producing any good or services requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>3.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Differentiate physical regions from human regions and identify examples in the past and today.</p>

Week	Title	Standards Covered
		<p>3.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <p>Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.</p>
29	Producers and Consumers	<p>3.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain that producing any good or services requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>3.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain that consumers have two roles: as sellers and buyers of goods and services; explain that producers have two roles: as sellers of goods and services and buyers of resources. Buyers and sellers are connected because one person's spending becomes another person's income.</p>
30	Community Interdependence	<p>3.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain that producing any good or services requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>3.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain that consumers have two roles: as sellers and buyers of goods and services; explain that producers have two roles: as sellers of goods and services and buyers of resources. Buyers and sellers are connected because one person's spending becomes another person's income.</p>
31	Transportation Over Time	<p>3.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <p>Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.</p>

Week	Title	Standards Covered
		<p>3.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify various ways that different cultures have expressed concepts of time and space.</p> <p>3.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.</p>
32	Inquiry - interdependence in your community	<p>3.2.8.1 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain that producing any good or services requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>3.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain that consumers have two roles: as sellers and buyers of goods and services; explain that producers have two roles: as sellers of goods and services and buyers of resources. Buyers and sellers are connected because one person's spending becomes another person's income.</p>

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>4.1.1.1 Civic Skills:</b> Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p><b>4.2.7.1 Economic Inquiry:</b> Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p><b>4.3.13.3 Geospatial Skills and Inquiry:</b> Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p><b>4.3.17.1 Culture:</b> Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p><b>4.4.18.1 Change, Continuity and Context:</b> Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p><b>4.4.20.1 Historical Sources and Evidence:</b> Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p><b>4.4.21.1 Causation and Argumentation:</b> Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p>



Week	Title	Standards Covered
2	Historical Inquiry Sources	<p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p>
3	Analyzing and Evaluating Evidence	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about</p>

Week	Title	Standards Covered
		<p>context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>
4	Using Evidence to Communicate Conclusions	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>
5	Engaging in Your Own Inquiry	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p>

Week	Title	Standards Covered
		<p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>
<b>Unit 2: Geography</b>		
6	Geographic Skills	<p>4.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p>
7	Location	<p>4.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p>

Week	Title	Standards Covered
8	Physical Characteristics	<p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p>
9	Regions of the United States	<p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p>
10	Human Characteristics	<p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p>

Week	Title	Standards Covered
		<p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p>
11	Movement	<p>4.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p>
12	Culture	<p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.5.23.2 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these</p>

Week	Title	Standards Covered
		<p>understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Explain the role that stereotypes and images, including those that are racist, play in the construction of an individual or group’s identity; identify the implications associated with them and how and why stereotypes have changed over time.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Analyze both fixed and dynamic maps using the TODALSS criteria when investigating places from local to global scales.</p> <p>4.3.13.3 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Ask spatial questions and acquire geographic sources from different perspectives to answer them.</p> <p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p>

Week	Title	Standards Covered
		<p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate government responses to migration and immigration both locally and nationally.</p>
<b>Unit 3: Economics</b>		
14	Needs and Wants	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.2.8.2 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p>

Week	Title	Standards Covered
		<p>Explain how incentives can change people's decisions about resource use.</p> <p>4.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p>
15	Economic Principles	<p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.2.8.2 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain how incentives can change people's decisions about resource use.</p> <p>4.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain what it means for a resource to be productive and how productivity can increase.</p> <p>4.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p>
16	Economic Activities	<p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision</p>



Week	Title	Standards Covered
		<p>made in your community.</p> <p>4.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain what it means for a resource to be productive and how productivity can increase.</p> <p>4.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p>
17	Personal Finance	<p>4.2.8.2 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain how incentives can change people's decisions about resource use.</p>
18	Economic Systems	<p>4.2.8.2 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain how incentives can change people's decisions about resource use.</p> <p>4.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p>
19	Guided Inquiry: Economy of My State	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p>

Week	Title	Standards Covered
		<p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.2.7.1 Economic Inquiry: Use economic models/reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of your proposed solution on various communities that would be affected.</p> <p>Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.</p> <p>4.2.8.2 Fundamental Economics Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities and governments to make choices and incur opportunity costs, and how their decisions affect economic equity and efficiency.</p> <p>Explain how incentives can change people's decisions about resource use.</p> <p>4.2.10.1 Micro: Explain and evaluate how resources are used, and how goods and services are distributed, within different economic systems. Analyze how incentives influence the decisions of consumers, producers and government. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.</p> <p>Explain what it means for a resource to be productive and how productivity can increase.</p> <p>4.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.</p> <p>4.3.14.2 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Describe physical and human characteristics needed for different types of agricultural and energy production regions.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>

Week	Title	Standards Covered
<b>Unit 4: Government</b>		
20	Foundations of Government and Law	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
21	Structure and Functions of Government	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p>

Week	Title	Standards Covered
		<p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p>
22	Tribal, State, and Local Governments	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate areas inhabited by Indigenous people united by language and similar ways of life in North America, and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.</p>

Week	Title	Standards Covered
23	Citizens	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p>
24	Responsibilities of Citizens	<p>4.1.1.1 Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.</p> <p>Describe how consensus building is used to identify and respond to a community problem.</p> <p>4.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities, and analyze the tensions within the United States constitutional government.</p> <p>Describe how democratic values including fairness, equality, justice, rule of law, freedom and/or individual rights guide and impact our classroom.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p>

Week	Title	Standards Covered
25	Guided Inquiry: Road to Statehood and Government	<p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and explain how they are selected.</p> <p>4.1.5.1 Public Policy: Analyze how public policy is shaped by governmental and non governmental institutions, and how people and communities take action to solve problems and shape public policy.</p> <p>Examine how identity shapes our perspectives about a local issue and describe ways particular community problems are addressed.</p> <p>4.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign tribal nations and the United States.</p> <p>Locate areas inhabited by Indigenous people united by language and similar ways of life in North America, and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.</p> <p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p>

Week	Title	Standards Covered
		<p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p> <p>4.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate government responses to migration and immigration both locally and nationally.</p> <p>4.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
<b>Unit 5: History</b>		
26	Chronology	<p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p>

Week	Title	Standards Covered
		<p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p>
27	Change Over Time	<p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
28	Conflict and Cooperation	<p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical</p>



Week	Title	Standards Covered
		<p>sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p> <p>4.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate government responses to migration and immigration both locally and nationally.</p> <p>4.5.23.2 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Explain the role that stereotypes and images, including those that are racist, play in the construction of an individual or group's identity; identify the implications associated with them and how and why stereotypes have changed over time.</p> <p>4.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify the processes and impacts of colonization and examine how discrimination and the oppression of various racial and ethnic groups have produced resistance movements.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the</p>

Week	Title	Standards Covered
29	Contributions of Individuals and Groups	<p>world today.</p> <p>4.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Pose a question about an issue in your community and/or the contemporary world and investigate its history.</p> <p>4.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.</p> <p>Compare two historical sources to investigate a contemporary issue and its historical roots.</p> <p>4.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.</p> <p>4.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate government responses to migration and immigration both locally and nationally.</p> <p>4.5.23.2 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Explain the role that stereotypes and images, including those that are racist, play in the construction of an individual or group’s identity; identify the implications associated with them and how and why stereotypes have changed over time.</p> <p>4.5.25.1 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify the processes and impacts of colonization and examine how</p>

Week	Title	Standards Covered
		<p>discrimination and the oppression of various racial and ethnic groups have produced resistance movements.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
30	Symbols and Landmarks	<p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>
31	Celebrations and Remembrance	<p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world</p>

Week	Title	Standards Covered
		<p>history; explain how their actions helped shape the world around them and the world today.</p>
32	<p>Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State</p>	<p>4.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Name and locate states/territories and major cities/capitals, including a recognition of Indigenous land these places were built on.</p> <p>4.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives have influenced decisions about where to locate and name places.</p> <p>4.5.25.2 Ways of Knowing/Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past in order to eliminate historical and contemporary injustices.</p> <p>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them and the world today.</p>

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation’s economy and individuals’ well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p>

Week	Title	Standards Covered
		<p>5.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.</p>
2	Historical Inquiry Sources	<p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>
3	Analyzing and Evaluating Evidence	<p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c)</p>

Week	Title	Standards Covered
		<p>interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>
4	Communicating Conclusions	<p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>
5	Engaging in Your Own Inquiry	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p>

Week	Title	Standards Covered
		<p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p> <p>Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.</p>
<b>Unit 2: North America Before European Contact</b>		
6	Life in the Americas	<p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p>



Week	Title	Standards Covered
		<p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>
7	Government and Culture in North America	<p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p> <p>5.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to</p>

Week	Title	Standards Covered
		<p>address it.</p> <p>Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.</p>
8	Trade and Economics in North America	<p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p>

Week	Title	Standards Covered
		<p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p>
9	Guided Inquiry: Lives of North American Indians	<p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p> <p>5.5.22.1 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.</p>

Week	Title	Standards Covered
		Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.
<b>Unit 3: The Age of European Exploration and Colonization</b>		
10	The Age of Encounters	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p>
11	Consequences of Contact	5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade

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		<p>and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.4.21.2 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the difference between indentured servitude and chattel slavery in colonial North America, and identify the transatlantic slave route on a map.</p>
12	The Colonies and Their Founding	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural,</p>

Week	Title	Standards Covered
		<p>economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.4.21.2 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the difference between indentured servitude and chattel slavery in colonial North America, and identify the transatlantic slave route on a map.</p>
13	Jamestown	<p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p>

Week	Title	Standards Covered
		<p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p>
14	Colonial Life	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p>

Week	Title	Standards Covered
		<p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.4.21.2 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the difference between indentured servitude and chattel slavery in colonial North America, and identify the transatlantic slave route on a map.</p> <p>5.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate name origins, identity and how language can be exclusionary and liberatory.</p>
15	Guided Inquiry: Life in the British Colonies	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation’s economy and individuals’ well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may</p>



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		<p>impact people differently within a community or nation.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p>

Week	Title	Standards Covered
		<p>5.4.21.2 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the difference between indentured servitude and chattel slavery in colonial North America, and identify the transatlantic slave route on a map.</p> <p>5.5.23.1 Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased or ignored.</p> <p>Investigate name origins, identity and how language can be exclusionary and liberatory.</p>
16	Conflicts and Compromise in North America	<p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation’s economy and individuals’ well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous</p>

Week	Title	Standards Covered
		<p>nation.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.</p>
17	Clash of Empires	<p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.</p> <p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p>

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		<p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.</p>
18	Consequences of the French and Indian War	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Create and interpret both fixed and dynamic maps that represent the same</p>

Week	Title	Standards Covered
		<p>places in early America from different perspectives and times.</p> <p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.21.1 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.</p> <p>Explain the religious, political and economic reasons for the movement of people from Europe to the Americas, and examine the impact of colonization and settler colonialism on indigenous peoples.</p> <p>5.5.24.1 Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally; identify strategies or times that have resulted in lasting change; and organize with others to engage in activities that could further the rights and dignity of all.</p> <p>Analyze anti-colonial and anti-racist resistance movements of culturally, racially and ethnically diverse people throughout the world.</p>
<b>Unit 4: The American Revolution</b>		
19	The Acts of Parliament	5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.

Week	Title	Standards Covered
		<p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p> <p>5.4.20.2 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>
20	The Actions of the Colonies	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p>

Week	Title	Standards Covered
		<p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>
21	The Shot Heard 'Round the World	<p>5.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p> <p>5.4.20.2 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>
22	Guided Inquiry: The Road to Revolution	<p>5.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts</p>

Week	Title	Standards Covered
		<p>the decisions of government, society or communities.</p> <p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p> <p>5.4.20.2 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>
23	Independence and Revolution: The Government	<p>5.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe</p>



Week	Title	Standards Covered
		<p>how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p> <p>5.4.20.1 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.</p> <p>5.4.20.2 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>
24	Independence and Revolution: The People	<p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>
25	Independence and Revolution: The Military	<p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>
26	Outcomes of the American Revolution	<p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p>

Week	Title	Standards Covered
		<p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>
<b>Unit 5: Creating a New Nation</b>		
27	The Founders and the Process	<p>5.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.</p> <p>5.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal nations and the United States.</p> <p>Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>
28	The Constitution	<p>5.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p>

Week	Title	Standards Covered
29	The Bill of Rights	<p>5.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts the decisions of government, society or communities.</p> <p>5.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.</p> <p>5.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p>
30	The New Nation	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade</p>

Week	Title	Standards Covered
		<p>and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.4.20.2 Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Analyze a primary source from the Revolutionary era by a) interpreting the historical context, intended audience, purpose and author's point of view; and b) identifying what perspectives and narratives are absent from the source.</p>
31	America on the Move	<p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p>
32	Guided Inquiry: Changes in the United States	<p>5.1.2.1 Democratic Values and Principles: Explain democratic values and principles that guide governments, societies, and communities, and analyze the tensions within the United States constitutional government.</p> <p>Identify a democratic principle written in the Declaration of Independence and the preamble to the U.S. Constitution and describe how the principle impacts</p>

Week	Title	Standards Covered
		<p>the decisions of government, society or communities.</p> <p>5.1.3.1 Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.</p> <p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the U.S. Constitution.</p> <p>5.1.4.1 Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state, and federal levels and Tribal Nations.</p> <p>Describe how the U.S. Constitution establishes the three branches of government, how leaders are selected, and how governmental power is limited through the principles of federalism, separation of powers, and checks and balances.</p> <p>5.1.6.1 Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal nations and the United States.</p> <p>Describe a U.S. Federal Indian policy and explain how it impacts tribal nation self-determination and agency.</p> <p>5.2.9.1 Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.</p> <p>Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made, and the opportunity cost of the decision.</p> <p>5.2.11.1 Macro: Measure and evaluate the well being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.</p> <p>Investigate the relationship between individual well-being and the well-being of an entire community or nation.</p> <p>5.2.12.1 Global/International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.</p> <p>Explain how government decisions concerning trading relationships may impact people differently within a community or nation.</p> <p>5.3.13.1 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p>

Week	Title	Standards Covered
		<p>Create and interpret both fixed and dynamic maps that represent the same places in early America from different perspectives and times.</p> <p>5.3.13.2 Geospatial Skills and Inquiry: Apply geographic tools—including geospatial technologies—and geographic inquiry to solve spatial problems.</p> <p>Investigate spatial problems and then act by communicating conclusions with authentic audiences.</p> <p>5.3.14.1 Places and Regions: Describe places and regions, explaining how they are influenced by power structures.</p> <p>Explain how physical and human characteristics and power structures are used to create regions on the land.</p> <p>5.3.15.1 Human Systems: Analyze patterns of movement and interconnectedness among different peoples within and between cultural, economic and political systems from a local to global scale.</p> <p>Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.</p> <p>5.3.16.1 Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.</p> <p>Describe how the choices people make have impacted a physical environment over time.</p> <p>5.3.17.1 Culture: Investigate how sense of place is impacted by different cultural perspectives.</p> <p>Analyze how different perspectives influenced past decisions to name places and impact changing place names today.</p> <p>5.4.18.1 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Identify at least three Indigenous nations in North America; describe the social structures, political systems, and economic activities of at least one Indigenous nation.</p> <p>5.4.18.2 Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.</p> <p>Compare the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.</p> <p>5.4.19.1 Historical Perspectives: Identify diverse points of view and describe</p>

Week	Title	Standards Covered
		<p>how one's frame of reference influences historical perspective.</p> <p>Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.</p> <p>5.4.19.2 Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Explain an event or events of the American Revolution through multiple perspectives.</p>