

Standards		Weekly Issues
<b>Civics and Government</b>		
<b>K.PC.1.B</b>	Identify reasons for making rules within the school.	2- What are Rules?
<b>K.PC.1.C</b>	Discuss the concept of individual rights	1- I Am A member of a Community
<b>K.PC.1.E</b>	Describe the character traits of role models within your family or school.	8- Citizens
<b>K.PC.1.F.a</b>	Identify the flag as a symbol of our nation.	9- Patriotism
<b>K.PC.1.F.b</b>	Recite the Pledge of Allegiance.	9- Patriotism
<b>K.GS.2.C</b>	Describe how groups need to make decisions and how those decisions are made in families and classrooms.	5- Our Government
<b>K.GS.2.D</b>	Describe roles and responsibilities of people in authority in families and in groups.	2- What are Rules? 3- What Are Laws?
<b>Geography</b>		
<b>K.EG.5.A.a</b>	Identify maps as representations of real places.	13- Map Skills
<b>K.EG.5.A.b</b>	With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home etc.	13- Map Skills
<b>K.EG.5.A.c</b>	Match legend symbols to map features.	13- Map Skills
<b>K.EG.5.B</b>	Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.).	15- Location
<b>Economics</b>		
<b>K.E.4.A.a</b>	Describe examples of scarcity within your family and school.	23- Goods and Services 26- Spending and Saving
<b>K.E.4.A.b</b>	Describe examples of opportunity cost within your family and school.	24- Economic Choices
<b>K.E.4.A.c</b>	Describe examples of needs and wants within your family and school.	22- Needs and Wants

Standards		Weekly Issues
<b>History</b>		
<b>K.H.3.B.a</b>	Create a personal history.	28- Changes Over Time
<b>K.H.3.B.b</b>	Compare your family in the past and present.	28- Changes Over Time
<b>K.H.3.C</b>	Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.	11- National Holidays
<b>Culture</b>		
<b>K.RI.6.A</b>	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	21- Culture
<b>K.RI.6.B</b>	Explain how to resolve disputes peacefully in the classroom and on the playground.	4- Learning and Working Together
<b>K.RI.6.C</b>	Share stories related to your family cultural traditions and family lore.	21- Culture
<b>K.RI.6.D.4</b>	Describe how you and your family remember and commemorate your cultural heritage.	21- Culture
<b>Inquiry</b>		
<b>K.TS.7.A.a</b>	Label and analyze different sources with guidance and support.	12- Sources
<b>K.TS.7.A.b</b>	Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.	12- Sources
<b>K.TS.7.B</b>	Use visual tools to communicate information	30- Inventions 31- Transportation Over Time 32- Communication Over Time
<b>K.TS.7.D</b>	Share findings about a topic.	30- Inventions 31- Transportation Over Time 32- Communication Over Time

Standards		Weekly Issues
<b>K.TS.7.E</b>	Ask questions and find answers about a topic, with assistance.	30- Inventions 31- Transportation Over Time 32- Communication Over Time

Standards		Weekly Issues
<b>Civics and Government</b>		
<b>1.PC.1.B</b>	Identify and explain why cities make laws	6- Important Documents
<b>1.PC.1.C</b>	Discuss how individual rights are protected.	6- Important Documents
<b>1.PC.1.D</b>	Give examples of being an active and informed citizen in your classroom and community.	7- Citizens
<b>1.PC.1.E</b>	Describe the character traits of role models within your community.	7- Citizens
<b>1.PC.1.F.a</b>	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	8- Patriotism 9- National Symbols
<b>1.PC.1.F.b</b>	Recognize and explain the significance of symbols of your local community.	8- Patriotism 9- National Symbols
<b>1.GS.2.C</b>	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).	2- Rules and Laws
<b>1.GS.2.D</b>	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	4- Purpose and Structure of Government
<b>Geography</b>		
<b>1.EG.5.A.a</b>	Identify globes as representations of real places.	13- Map Skills
<b>1.EG.5.A.b</b>	With assistance, read, construct, and use maps which have a title and key.	13- Map Skills
<b>1.EG.5.A.c</b>	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.	13- Map Skills
<b>1.EG.5.A.d</b>	Use a compass rose to identify cardinal directions.	13- Map Skills 15- Location
<b>1.EG.5.B</b>	Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to one or more other places.	15- Location

Standards		Weekly Issues
<b>1.EG.5.C.a</b>	Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.	16- Place: Physical Characteristics
<b>1.EG.5.C.b</b>	Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.	17- Place: Human Characteristics
<b>Economics</b>		
<b>1.E.4.A.a</b>	Describe examples of scarcity within your school and community.	24- Economic Choices
<b>1.E.4.A.b</b>	Describe examples of goods and services within your school and community.	23- Goods and Services
<b>1.E.4.A.c</b>	Describe consumers and producers and the relationship to goods and services within your school and community.	23- Goods and Services
<b>History</b>		
<b>1.H.3.B</b>	Compare and contrast our community in the past and present (e.g., schools, land usage, communication).	27- Time
<b>1.H.3.C</b>	Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	10- National Holidays 11- Founders
<b>Culture</b>		
<b>1.RI.6.A</b>	Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	21- Culture
<b>1.RI.6.B</b>	Propose peaceful resolutions of disputes in the classroom and on the playground.	3- Principles of Democracy
<b>1.RI.6.C</b>	Recount stories about locations, people, and events in your community.	21- Culture
<b>1.RI.6.D</b>	Describe how your community commemorates its cultural heritage.	21- Culture

Standards		Weekly Issues
Inquiry		
<b>1.TS.7.A.a</b>	Identify and analyze primary and secondary sources in classroom discussion with guidance and support.	12- Sources
<b>1.TS.7.A.b</b>	Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	12- Sources
<b>1.TS.7.B</b>	Create visual tools to communicate information.	28- Changes Over Time 29- Comparing Children Over Time 30- Inventors 31- Transportation Over Time 32- Communication Over Time
<b>1.TS.7.D</b>	Share findings about a topic.	28- Changes Over Time 29- Comparing Children Over Time 30- Inventors 31- Transportation Over Time 32- Communication Over Time
<b>1.TS.7.E</b>	Ask supporting questions and find answers about a social studies topic, with assistance.	28- Changes Over Time 29- Comparing Children Over Time 30- Inventors 31- Transportation Over Time 32- Communication Over Time

Standards		Weekly Issues
<b>Civics and Government</b>		
<b>2. PC. 1.B.a</b>	<i>Explain and give examples of how laws and rules are made and changed within the community.</i>	Not Covered
<b>2.PC.1.C</b>	Examine how individual rights are protected within a community.	4- Important Documents
<b>2.PC.1.D.a</b>	Analyze how being an active and informed citizen makes a difference in your community.	7- Citizens
<b>2.PC.1.D.b</b>	List the consequences of citizens not actively participating.	7- Citizens
<b>2.PC.1.E</b>	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.	7- Citizens
<b>2.PC.1.F.a</b>	Describe the importance of the Pledge of Allegiance.	8- Patriotism 9- Patriotic Symbols
<b>2.PC.1.F.b</b>	Recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.	9- Patriotic Symbols 10- Memorials & Monuments
<b>2.GS.2.C</b>	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	5- Our Government
<b>2.GS.2.D</b>	Identify and explain the functions of the three branches of government.	5- Our Government 6- Taxes and Government Services
<b>Geography</b>		
<b>2.EG.5.A.a</b>	Read and construct maps with title and key (regions of state, United States, world).	15- Map Skills
<b>2.EG.5.A.b</b>	Identify the properties and use of different types of maps for a variety of purposes.	15- Map Skills
<b>2.EG.5.B.a</b>	Name and locate regions of the world (continents, oceans, hemispheres, etc.).	17- Location

Standards		Weekly Issues
<b>2.EG.5.B.b</b>	Name and locate the regions in your community (county, township, significant historical landmarks etc.).	17- Location 22- Regions of the World 32- Regions of Missouri
<b>2.EG.5.C.a</b>	Identify and describe physical characteristics in the world (landforms, water bodies, etc.).	18- Place: Physical Characteristics
<b>2.EG.5.C.b</b>	Identify and describe physical characteristics of the students region of Missouri, such as climate, topography, relationship to water and ecosystems.	32- Regions of Missouri
<b>2.EG.5.C.c</b>	Describe human characteristics of the student's region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).	19- Place: Human Characteristics
<b>2.EG.5.E.a</b>	Describe different types of communication and transportation and identify their advantages and disadvantages.	21- Movement
<b>2.EG.5.E.b</b>	Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	21- Movement
<b>2.EG.5.F.a</b>	Define regions (e.g., as places that have some unifying characteristics—political, climatic, language, physical, etc.).	22- Regions of the World
<b>2.EG.5.F.b</b>	Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).	22- Regions of the World
<b>2.EG.5.F.c</b>	Describe why people of different groups settle more in one place or region than another.	22- Regions of the World
<b>2.EG.5.G</b>	Explain how geography affects the way people live today.	20- Human and Environment Interaction
<b>Economics</b>		
<b>2.E.4.A.a</b>	Describe consumption and production and the relationship to goods and services , within your region.	25- Economic Principles 32- Regions of Missouri
<b>2.E.4.A.b</b>	Demonstrate how people use money to buy and sell goods and services.	26- Economic Activity



Standards		Weekly Issues
<b>2.E.4.A.c</b>	Demonstrate how people barter to exchange goods and services.	25- Economic Principles 26- Economic Activity
<b>2.E.4.A.d</b>	<i>Explain the relationship of income, labor, and wages.</i>	<i>Not covered</i>
<b>2.E.4.B</b>	Describe a personal cost-benefit analysis.	27- Economic Choices
<b>History</b>		
<b>2.H.3.A</b>	Compare the culture and people in our community across multiple time periods.	21- Movement 32- Regions of Missouri
<b>2.H.3.B</b>	Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.	28- Sequence and Chronology 32- Regions of Missouri
<b>2.H.3.C</b>	Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).	29- Innovations Over Time 30- Historic Figures
<b>Culture</b>		
<b>2.RI.6.A</b>	Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	13- Culture
<b>2.RI.6.B</b>	Demonstrate a peaceful resolution to a dispute.	3- Principles of Democracy
<b>2.RI.6.C</b>	Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.	13- Culture
<b>2.RI.6.D</b>	Describe how regions commemorate cultural heritage.	13- Culture
<b>Inquiry</b>		
<b>2.TS.7.A.a</b>	Identify and analyze primary and secondary sources in classroom discussion with guidance and support.	14- Sources

Standards		Weekly Issues
<b>2.TS.7.A.b</b>	Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	14- Sources
<b>2.TS 7.B</b>	<i>Create visual tools to communicate information</i>	<i>Not Covered</i>
<b>2.TS.7.D</b>	Share research about a topic.	31- Solving Problems in Community
<b>2.TS.7.E.a</b>	Develop supporting questions and find answers about a social studies topic, with assistance.	31- Solving Problems in Community
<b>2.TS 7.E.b</b>	<i>Describe a process to answer supporting questions about a social studies topic.</i>	<i>Not Covered</i>
<b>2.TS.7.E.c</b>	Discuss types of sources that would be helpful in exploring social studies questions.	31- Solving Problems in Community

\*Italics indicate Standards no Covered

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<b>Civics and Government</b>		
<b>3.PC.1.B.a</b>	Explain and give examples of how laws are made and changed within the state.	1- Community
<b>3.PC.1.B.b</b>	Explain the major purposes of the Missouri Constitution	3- Structure of Government
<b>3.PC.1.B.c</b>	Examine how individual rights are protected in our state	3- Structure of Government
<b>3.PC.1.D</b>	Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.	5- Citizens
<b>3.PC.1.E</b>	Describe the character traits and civic attitudes of influential Missourians.	5- Citizens
<b>3.PC.1.F.a</b>	Explain how the National Anthem symbolizes our nation.	6- Patriotism, National Symbols
<b>3.PC.1.F.b</b>	Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.	16- Cultures of Missouri
<b>3.GS.A</b>	Explain how governments balance individual rights with common good to solve local community or state issues.	2- Government
<b>3.GS.B</b>	Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	4- Conflict & Compromise
<b>3.GS.C</b>	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or current events.	4- Conflict & Compromise
<b>3.GS.D</b>	Identify and explain the functions of the three branches of government in the state government.	3- Structure of Government
<b>Geography</b>		
<b>3.EG.5.A</b>	Read and construct historical and current maps	8- Map Skills
<b>3.EG.5.B.a</b>	Name and locate major cities, rivers, regions, & border states of Missouri.	11- Place: Physical Characteristics 12- Place: Human Characteristics 17- Regions of Missouri

Standards		Weekly Issues
<b>3.EG.5.B.b</b>	Describe and use absolute location using a grid system.	10- Location
<b>3.EG.5.C.a</b>	Identify and compare physical characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.	11- Place: Physical Characteristics 17- Regions of Missouri
<b>3.EG.5.C.b</b>	Describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.	12- Place: Human Characteristics 16- Cultures of Missouri 17- Regions of Missouri
<b>3.EG.5.D</b>	Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	13- Human and Environment Interaction
<b>3.EG.5.E</b>	Describe how changes in communication and transportation technologies affect people's lives.	14- Movement
<b>3.E.G.5.F.a</b>	Identify regions in Missouri.	17- Regions of Missouri
<b>3.EG.5.F.b</b>	Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).	17- Regions of Missouri
<b>3.EG.5.G</b>	Explain how geography affected important events in Missouri history.	28- Westward Expansion 29- Missouri Statehood 30- Missouri and the Civil War
<b>Economics</b>		
<b>3.E.4.A.3.a</b>	Compare and contrast private and public goods and services.	20- Producers and Consumers
<b>3.E.4.A.3.b</b>	Define natural, capital and human resources.	19- Resources
<b>3.E.4.A.3.c</b>	Define economy.	21- Economic Principles
<b>3.E.4.A.3.d</b>	Explain supply and demand.	21- Economic Principles
<b>3.E.4.B.3</b>	Conduct a personal cost-benefit analysis.	22- Personal Finance
<b>3.E.4.C.3.a</b>	Define taxes and explain sources of tax generation.	3- Structure of Government
<b>3.E.4.C.3.b</b>	List how tax monies are used, who benefits from tax-supported services, and who pays for these services.	3- Structure of Government

Standards		Weekly Issues
<b>3.E.4.D</b>	Explain factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc.).	18- Wants and Needs
<b>History</b>		
<b>3.H.3.A.a</b>	Describe the migration of native Americans to Missouri prior to European settlement in the state.	16- Cultures of Missouri
<b>3.H.3.A.b</b>	Describe the discovery, exploration and early settlement of Missouri by European immigrants.	27- Coming to Missouri
<b>3.H.3.A.c</b>	Describe the reasons African peoples were enslaved and brought to the Missouri.	27- Coming to Missouri
<b>3.H.3.B.a</b>	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved Africans in Missouri.	27- Coming to Missouri
<b>3.H.3.B.b</b>	Examine cultural interactions and conflicts among Missourians after the Civil War.	30- Missouri and the Civil War
<b>3.H.3.C.3.a</b>	Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).	31- important Missouri Citizens
<b>3.H.3.E</b>	Explain the causes and consequences of the Dred Scott decision on the nation.	30- Missouri and the Civil War
<b>3.H.3.F.a</b>	Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	28- Westward Expansion
<b>3.H.3.F.b</b>	Evaluate the impact of westward expansion on the Native Americans in Missouri.	28- Westward Expansion
<b>3.H.3.F.c</b>	Discuss issues of Missouri statehood.	29- Missouri Statehood
<b>3.H.3.G.a</b>	Explain Missouri's role in the Civil War including the concept of a border state.	30- Missouri and the Civil War

Standards		Weekly Issues
<b>3.H.3.G.c</b>	Describe the changes in Missouri since the Civil War in education, transportation and communication.	30- Missouri and the Civil War
<b>Culture</b>		
<b>3.RI.6.A</b>	Compare the cultural characteristics of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	15- Culture 16- Cultures of Missouri
<b>3.RI.6.B</b>	Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).	4- Conflict & Compromise
<b>3.RI.6.C</b>	Research stories and songs that reflect the cultural history of Missouri.	16- Cultures of Missouri
<b>3.RI.6.D</b>	Describe how people in Missouri preserve their cultural heritage through museums, state parks, state symbols, festivals etc.	16- Cultures of Missouri
<b>3.RI.6.E</b>	Examine the changing roles of Native Americans, Immigrants. African Americans, women and others in Missouri history.	32- Changing Groups of Missouri
<b>Inquiry</b>		
<b>3.TS.7.A.a</b>	Identify, select, and analyze primary and secondary sources to determine importance with guidance and support.	24- Sources
<b>3.TS.7.A.b</b>	Create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.	24- Sources
<b>3.TS.7.B</b>	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	23- Developing Inquiries 25- Examining & Analyzing Evidence 26- Taking Action
<b>3.TS.7.C.a</b>	Identify facts and opinions in social studies topics.	24- Sources
<b>3.TS.7.C.b</b>	Identify point of view in social studies topics.	24- Sources

Standards		Weekly Issues
<b>3.TS.7.D</b>	Conduct and present Social studies research to an audience using appropriate sources.	24- Sources
<b>3.TS.7.E.a</b>	Generate supporting questions about Social Studies topics.	23- Developing Inquiries
<b>3.TS.7.E.b</b>	Use steps in a process to investigate a social studies' question.	23- Developing Inquiries
<b>3.TS.7.E.c</b>	Use appropriate sources to investigate social studies' questions.	24- Sources
<b>3.TS.7.F</b>	Investigate an appropriate social studies' question and share results with assistance, if needed.	23- Developing Inquiries

Standards		Weekly Issues
Civics and Government		
<b>4.PC.1.A.4</b>	With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights, government by consent of the governed, and the redress of grievances.	2- Important Documents
<b>4.PC.1.B.4.b</b>	Explain the major purpose of the Constitution.	2- Important Documents
<b>4.PC.1.B.4.c</b>	With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	2- Important Documents
<b>4.PC.1.C.a</b>	Explain the major purpose of the Bill of Rights.	3- Bill of Rights
<b>4.PC.1.C.b</b>	Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9).	3- Bill of Rights
<b>4.PC.1.D</b>	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	4- Citizens 6- Conflict and Resolution
<b>4.PC.1.E</b>	Describe the character traits and civic attitudes of significant individuals prior to c. 1800.	4- Citizens
<b>4.PC.1.F</b>	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	7- National Symbols
<b>4.GS.2A</b>	Explain how the purpose and role of government have been debated since early settlement to c. 1800.	1- Government
<b>4.GS.2.B</b>	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period.	6- Conflict and Resolution 25- Pre 1492 26- Exploration 27- Colonization
<b>4.GS.2.C</b>	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or in current events.	1- Government 6- Conflict and Resolution



Standards		Weekly Issues
<b>4.GS.2.D</b>	Identify and explain the functions of the three branches of government in the federal government.	1- Government
<b>Geography</b>		
<b>4.EG.5.A</b>	Construct and interpret historical and current maps	9- Maps & Location
<b>4.EG.5.B</b>	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	9- Maps & Location
<b>4.EG.5.C.a</b>	Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.	10- Place
<b>4.EG.5.C.b</b>	Identify and compare diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.	10- Place
<b>4.EG.5.D</b>	<i>Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</i>	Not Covered
<b>4.EG.5.E</b>	Analyze how changes in communication and transportation technologies affect people's lives.	12- Movement
<b>4.EG.5.F</b>	Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).	14- Regions of the United States
<b>4.EG.5.G</b>	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).	12- Movement
<b>Economics</b>		
<b>4.E.4.A.a</b>	Compare and contrast saving and financial investment.	15- Needs and Wants 18- Personal Finance

Standards		Weekly Issues
<b>4.E.4.A.b</b>	Explain the relationship of profit and loss in economic decisions.	15- Needs and Wants 17- Economic Principles
<b>4.E.4.A.c</b>	Distinguish among natural, capital and human resources.	16- Resources
<b>4.E.4.B</b>	Conduct a public cost- benefit analysis.	15- Needs and Wants
<b>4.E.4.C</b>	Explain how the government utilizes taxes to provide goods and services.	1- Government
<b>4.E.4.D</b>	Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).	15- Needs and Wants
<b>History</b>		
<b>4.H.3.A.a</b>	Describe the migrations of native Americans prior to 1800.	24- Pre 1492 25- Pre 1492 26- Exploration
<b>4.H.3.A.b</b>	Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.	24- Pre 1492 25- Pre 1492 26- Exploration
<b>4.H.3.A.c</b>	Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.	24- Pre 1492 25- Pre 1492 26- Exploration
<b>4.H.3.B</b>	Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.	26- Exploration
<b>4.H.3.C</b>	Identify and describe the contributions of significant individuals to America and to the United States prior to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).	5- Founders 24- Pre 1492 26- Exploration 27- Colonization 30- Revolution 31- A New Nation
<b>4.H.3.D.a</b>	Explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.	28- Road to Revolution 29- Revolution 30- Revolution

Standards		Weekly Issues
<b>4.H.3.D.b.</b>	<i>Explain the factors that contributed to the colonists' success.</i>	<i>Not Covered</i>
<b>4.H.3.E.a</b>	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.	31- A New Nation
<b>4.H.3.E.b</b>	Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.	31- A New Nation
<b>4.H.3.F</b>	Investigate the causes and consequences of westward expansion prior to 1800. (e.g. Northwest Territory, the Southwest Territory as well as territory which eventually becomes Mississippi, Kentucky and Alabama)	32- Westward Expansion
<b>Culture</b>		
<b>4.RI.6.A</b>	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 such as language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.	13- Culture of Missouri
<b>4.RI.6.B</b>	Apply constructive processes or methods for resolving conflicts.	6- Conflict and Resolution
<b>4.RI.6.C</b>	Research stories and songs that reflect the cultural history of the United States prior to c. 1800	13- Culture of Missouri
<b>4.RI.6.D</b>	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	13- Culture of Missouri
<b>4.RI.6.E</b>	Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations prior to c. 1800.	24- Pre 1492 26- Exploration 27- Colonization 32- Westward Expansion
<b>Inquiry</b>		
<b>4.TS.7.A.a</b>	Select, analyze, and evaluate primary and secondary social studies sources with guidance and support.	19- Developing Inquiries 21- Analyzing and Evaluating Evidence
<b>4.TS.7.A.b</b>	Analyze and use artifacts to share information on social studies topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools,	20- Sources

Standards		Weekly Issues
	clothing, and musical	
<b>4.TS.7.B.a</b>	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	22- Communicating Conclusions
<b>4.TS.7.B.b</b>	Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.	22- Communicating Conclusions
<b>4.TS.7.C</b>	Distinguish between fact and opinion and recognize bias and point of view in social studies topics.	19- Developing Inquiries 21- Analyzing and Evaluating Evidence
<b>4.TS.7.D</b>	With assistance, conduct and present social studies research to an audience using appropriate sources.	22- Communicating Conclusions
<b>4.TS.7.E.a</b>	Generate compelling research questions about a social studies' topic.	19- Developing Inquiries 20- Sources
<b>4.TS.7.E.b</b>	Apply a research process to a compelling social studies' question	19- Developing Inquiries
<b>4.TS.7.E.c</b>	Identify and use appropriate resources for investigating compelling social studies questions.	20- Sources
<b>4.TS.7.F</b>	Research an appropriate social studies' question and share results with an audience.	22- Communicating Conclusions

\*Italics indicate Standards not Covered

Standards		Weekly Issues
<b>Civics and Government</b>		
<b>5.PC.1.A</b>	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	2- Founders and Their Process
<b>5.PC.1.B</b>	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	3- The Constitution
<b>5.PC.1.C</b>	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	5- Bill of Rights
<b>5.PC.1.D</b>	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	6- Conflict and Compromise
<b>5.PC.1.E</b>	Describe the character traits and civic attitudes of significant individuals from 1800 – 2000	16- The Road to War 25- industrial Revolution 28- Roaring 20's and Women's Issues
<b>5.PC.1.F</b>	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	4- National Symbols
<b>5.GS.A</b>	Explain how the purpose and role of government have been debated across historical time periods to current times.	1- Role and Structure of Government
<b>5.GS.B</b>	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.	6- Conflict and Compromise
<b>5.GS.C</b>	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	1- Role and Structure of Government
<b>5.GS.D</b>	Distinguish between powers and functions of local, state and national government in the past and present.	1- Role and Structure of Government
<b>Geography</b>		
<b>5.EG.5.A.a</b>	Use geographic research sources to acquire and process information to answer questions and solve problems.	15- Inquiry
<b>5.EG.5.A.b</b>	Construct maps for relevant social studies topics.	7- Map Skills & Location

Standards		Weekly Issues
<b>5.EG.5.B.a</b>	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	11- Regions of the US 12- Regions of the US
<b>5.EG.5.B.b</b>	<i>Locate and describe real places, using absolute and relative location.</i>	Not Covered
<b>5.EG.5.C.a</b>	<i>Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.</i>	Not Covered
<b>5.EG.5.C.b</b>	<i>Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.</i>	Not Covered
<b>5.EG.5.D</b>	<i>Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</i>	Not Covered
<b>5.EG.5.E</b>	Evaluate how changes in communication and transportation technologies affect people's lives.	10- Movement
<b>5.EG.5.F</b>	<i>Describe different regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).</i>	Not Covered
<b>5.EG.5.G.a</b>	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).	11- Regions of the US 12- Regions of the US 15- Inquiry 21- Waves of Immigration 22- Cultures of Missouri: Inquiry 23- Westward Expansion 24- Spanish American War
<b>5.EG.5.G.b</b>	Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	21- Waves of Immigration 23- Westward Expansion
<b>Economics</b>		
<b>5.E.4.A</b>	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	13- Economic Principles

Standards		Weekly Issues
<b>5.E.4.D.a</b>	<i>Explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.).</i>	Not Covered
<b>5.E.4.D.b</b>	Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	21- Waves of Immigration 23- Westward Expansion
<b>History</b>		
<b>5.H.3.A.a</b>	Outline the territorial expansion of the United States.	21- Waves of Immigration 23- Westward Expansion
<b>5.H.3.A.b</b>	Describe the impact of migration on immigrants and the United States c. 1800-2000.	21- Waves of Immigration 23- Westward Expansion
<b>5.H.3.B</b>	Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.	19- Reconstruction 20- Reconstruction 21- Waves of Immigration 23- Westward Expansion 26- Progressivism and the Poor 28- Roaring 20's and Women's Issues
<b>5.H.3.C</b>	Identify and describe the contributions of significant individuals from 1800 – 2000, (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King Jr., Rosa Parks, etc.)	16- The Road to War 17- The House divided by War 25- Industrial Revolution 28- Roaring 20's and Women's Issues
<b>5.H.3.E</b>	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, The Great Society, the Women's Movement, and others. Etc.	19- Reconstruction 20- Reconstruction 25- Industrial Revolution 26- Progressivism and the Poor 28- Roaring 20's and Women's Issues 31- Civil Rights- Inquiry
<b>5.H.3.F</b>	Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)	23- Westward Expansion 24- Spanish American War

Standards		Weekly Issues
<b>5.H.3.G</b>	Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	16- The Road to War 17- The House Divided by War 18- of Souls and Soldiers 19- Reconstruction 20- Reconstruction
<b>5.H.3.H</b>	Identify political, economic, and social causes and consequences of the Great Depression.	29- The Great Depression
<b>5.H.3.I.a</b>	Identify political, economic, and social causes and consequences of World War I and WWII on the United States.	27- Causes and Consequences of WWII 30- Causes and Consequences of WWII
<b>5.H.3.I.b</b>	Identify the political, economic and social consequences of the Cold War on the United States.	32- Cold-War- Inquiry
<b>Culture</b>		
<b>5.RI.6.A.a</b>	Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).	22- Cultures of Missouri: Inquiry
<b>5.RI.6.A.b</b>	Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.	21- Waves of Immigration
<b>5.RI.6.B</b>	Evaluate constructive processes or methods for resolving conflicts.	6- Conflict and Compromise
<b>5.RI.6.C</b>	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.	22- Cultures of Missouri: Inquiry
<b>5.RI.6.D</b>	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	22- Cultures of Missouri: Inquiry
<b>5.RI.6.E</b>	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.	19- Reconstruction 20- Reconstruction 21- Waves of Immigration 23- Westward Expansion 26- Progressivism and the Poor 28- Roaring 20's and Women's Issues 31- Civil Rights- Inquiry



Standards		Weekly Issues
<b>Inquiry</b>		
<b>5.TS.7.A.a</b>	Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed.	15- Inquiry
<b>5.TS.7.A.b</b>	Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	15- Inquiry
<b>5.TS.7.B.a</b>	<i>Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).</i>	Not covered
<b>5.TS.7.B.b</b>	Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.	15- Inquiry
<b>5.TS.7.C.a</b>	Explain how facts and opinions affect point of view and/or bias in social studies topics.	15- Inquiry
<b>5.TS.7.C.b</b>	Identify, research, and defend a point of view/position on a social studies topic.	15- Inquiry
<b>5.TS.7.D</b>	Conduct and present research to an audience using appropriate sources.	15- Inquiry
<b>5.TS.7.E.a</b>	Generate compelling research questions about a social studies topic.	15- Inquiry
<b>5.TS.7.E.b</b>	Create and apply a research process to investigate a compelling social studies' question.	15- Inquiry
<b>5.TS.7.E.c</b>	Evaluate and use appropriate resources for investigating a compelling social studies question.	15- Inquiry
<b>5.TS.7.F</b>	Conduct and present research on a social studies question to an audience, using appropriate sources.	15- Inquiry
<b>5.TS.7.G</b>	Research and defend a point of view/position on a social studies question.	15- Inquiry

Standards		Weekly Issues

American History		World History		Geography	
Theme 1: Tools of Social Science Inquiry					
History: Continuity and Change					
6-8.AH.1.CC.	Weekly Issues	6-8.WH.1.CC.	Weekly Issues	6-8.GEO.1.CC.	Weekly Issues
6-8.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in American history	Week 1: Business in the Gilded Age Week 2: Immigration in America Week 3: Discrimination in Gilded Age Week 4: Spanish American War Week 6: Causes and Consequences of World War I Week 7: The Roaring 20's Week 8: The Harlem Renaissance Week 9: The Stock Market Crash and Great Depression Week 11: Europe, Asia, and America before World War II Week 12: Pearl Harbor, US Enters World War II Week 13: Government Sponsored Discrimination Week 15: Europe After War Week 16: The World After War Week 18: The Korean War Week 22: The Cold War Week 25: Crisis in Cuba Week 26: The Vietnam War Week 27: The Space Race Week 28: The World During the 1980's Week 29: The Fall of the Soviet Union Week 30: September 11, 2001: The Day the World Stopped	6-8.WH.1.CC.A. Create and use tools to analyze chronological sequence of related events in world history.	Week 4: Spanish American War Week 6: Causes and Consequences of World War I Week 9: The Stock Market Crash and Great Depression Week 11: Europe, Asia, and America before World War II Week 12: Pearl Harbor, US Enters World War II Week 13: Government Sponsored Discrimination Week 15: Europe After War Week 16: The World After War Week 18: The Korean War Week 22: The Cold War Week 25: Crisis in Cuba Week 26: The Vietnam War Week 27: The Space Race Week 28: The World During the 1980's Week 29: The Fall of the Soviet Union Week 30: September 11, 2001: The Day the World Stopped	6-8.GEO.1.CC.A. Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime	Week 1: Business in the Gilded Age Week 3: Discrimination in the Gilded Age Week 4: Spanish American War Week 6: Causes and Consequences of World War I Week 8: Harlem Renaissance and African American Culture Week 11: Europe, Asia, and America before World War II Week 12: Pearl Harbor, US Enters WW2 Week 13: Government-Sponsored Discrimination Week 18: The Korean War Week 23: The Communist Threat Week 24: The Atomic Age Week 25: Crisis in Cuba Week 27: The Space Race Week 28: The World During the 1980's Week 29: The Fall of the Soviet Union Week 30: September 11, 2001: The Day the World Stopped Week 33: Contemporary Constitutional Issues
6-8.AH.1.CC.B. Explain connections between historical context and peoples' perspectives at the time in American history.	Week 3: Discrimination in Gilded Age Week 11: Europe, Asia, and America before World War II Week 12: Pearl Harbor, US Enters World War II Week 13: Government Sponsored Discrimination Week 15: Europe After War Week 16: The World After War Week 18: The Korean War Week 22: The Cold War Week 26: The Vietnam War	6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.	Week 11: Europe, Asia, and America before World War II Week 12: Pearl Harbor, US Enters World War II Week 13: Government Sponsored Discrimination Week 15: Europe After War Week 16: The World After War Week 18: The Korean War Week 22: The Cold War	6-8.GEO.1.CC.B Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.	Week 6: Causes and Consequences of World War I Week 12: Pearl Harbor, US Enters WW2 Week 13: Government-Sponsored Discrimination Week 15: Europe After War Week 16: The World After War Week 18: The Korean War Week 22: The Cold War

	Week 27: The Space Race Week 28: The World During the 1980's Week 30: September 11, 2001: The Day the World Stopped		Week 26: The Vietnam War Week 27: The Space Race Week 28: The World During the 1980's Week 30: September 11, 2001: The Day the World Stopped		Week 26: The Vietnam War Week 27: The Space Race Week 28: The World During the 1980's Week 30: September 11, 2001: The Day the World Stopped
6-8.AH.1.CC.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.	Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation Week 35: Immigration Week 36: Civil Rights Inquiry	<i>C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c. 1450 to a contemporary issue.</i>		6-8.GEO.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.	Week 32: Engaging in Your Own Inquiry Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation Week 35: Immigration Week 36: Civil Rights Inquiry
D. Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.		<i>D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.</i>		6-8.GEO.1.CC.D Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.	Week 32: Engaging in Your Own Inquiry Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation Week 35: Immigration Week 36: Civil Rights Inquiry
6-8.AH.1.CC.E. Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	Week 1: Business in the Gilded Age Week 33: Contemporary Constitutional Issues	<i>E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</i>		6-8.GEO.1.CC.E Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem	Week 32: Engaging in Your Own Inquiry Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation
<b>Government Systems and Principles</b>					
<b>6-8.AH.1.GS</b>	<b>Weekly Issues</b>	<b>6-8.WH.1.GS</b>	<b>Weekly Issues</b>	<b>6-8.GEO.1.GS.</b>	<b>Weekly Issues</b>

<i>A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.</i>		<i>A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.</i>		<i>6-8.GEO.1.GS.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</i>	Week 1: Business in the Gilded Age Week 5: Poverty and Progressivism Week 9: Stock Market Crash and the Great Depression Week 10: Expansion of Role of Federal Government Week 16: The World After World War II Week 17: 50's and 60's Post War Culture
				<i>B Analyze current human environmental issues using relevant geographic sources to propose solutions.</i>	
<b>Geographic Study</b>					
<b>6-8.AH.1.G</b>	<b>Weekly Issues</b>	<b>6-8.WH.1.G</b>	<b>Weekly Issues</b>	<b>6-8.GEO.1.G</b>	<b>Weekly Issues</b>
<i>A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.</i>		<i>A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c. 1450.</i>		<i>A Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.</i>	
<i>B Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.</i>		<i>B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.</i>		<i>B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</i>	
<i>C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.</i>		<i>C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.</i>		<i>C Locate the states of the United States and corresponding regions.</i>	

				D Locate cities of Missouri, the United States and the world.	
				E Locate the major nations of the world.	
				F Locate the major landforms of the world.	
<b>Economic Concepts</b>					
<b>6-8.AH.1.EC</b>	<b>Weekly Issues</b>	<b>6-8.WH.1.EC</b>	<b>Weekly Issues</b>	<b>6-8.GEO.1.EC</b>	<b>Weekly Issues</b>
A Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.		A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.		A Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	
<b>People, Groups, and Cultures</b>					
<b>6-8.AH.1.PC.</b>		<b>6-8.WH.1.PC.</b>		<b>6-8.GEO.1.PC</b>	
6-8.AH.1.PC.A. Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	Week 4: Spanish American War Week 7: The Roaring 20's Week 8: The Harlem Renaissance Week 14: The Homefront Week 17: 50's and 60's Post War Culture Week 19: Social Movements Week 28: The World During the 1980's	A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.		A Analyze material culture to explain a people's perspective and use of place.	
6-8.AH.1.PC.B Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	Week 2: Immigration to America Week 3: Discrimination in the Gilded Age Week 4: Poverty and Progressivism Week 10: Expansion of Role of Federal Government Week 13: Government Sponsored Discrimination Week 14: The Homefront Week 17: 50's and 60's Post War Culture Week 19: Social Movements Week 20: Civil Rights Movement Week 21: Civil Rights Movement in Education Week 34: Active Civic Participation Week 35: Immigration	6-8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	Week 11: Europe, Asia, and America before World War II Week 13: Government Sponsored Discrimination Week 15: Europe After World War II Week 16: The World After World War II Week 23: Communist Threat Week 26: The Vietnam War Week 27: The Space Race Week 28: The World During the 1980's Week 29: The Fall of the Soviet Union Week 30: September 11, 2001: The Day the World Stopped	B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	

	Week 36: Civil Rights Inquiry				
				C Compare and contrast the human characteristics within and among contemporary and historic regions over time.	
<b>Theme 2: Key Concepts and Understandings</b>					
<b>History: Continuity and Change</b>					
<b>6-8.AH.2.CC Settlements</b>	<b>Weekly Issues</b>	<b>6-8WH.2.CC. Early Civilizations: Geography's Impact on History</b>	<b>Weekly Issues</b>	<b>6-8.GEO.2.CC.</b>	<b>Weekly Issues</b>
A Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.		A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.		6-8.GEO.2.CC.A Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.	Week 11: Europe, Asia, and America Before World War II Week 15: Europe After World War II Week 16: The World After World War II Week 17: 50's and 60's Post War Culture Week 23: Communist Threat Week 27: The Space Race Week 28: The World During the 1980s Week 29: The Fall of the Soviet Union Week 30: September 11th, 2001: The Day the World Stopped
B Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.		B Analyze the role early civilizations had in shaping concepts of government, law, and social order.		6-8.GEO.2.CC.B Explain how forces of nature impact historic and current conflicts and cooperation.	Week 2: Immigration to America
C Trace the causes and consequences of conflict and cooperation between Native Americans and North				6-8.GEO.2.CC.C Evaluate the impact of human settlement activities on the environmental and cultural characteristic of	Week 8: Harlem Renaissance and African American Culture

and South American colonists using multiple viewpoints.				specific places and regions.	
<i>D Describe the causes and consequences of the Seven Years' War as a turning point in American history.</i>				<i>D Debate the development of and issues surrounding modern border disputes.</i>	
<i>E Analyze the concept of Manifest Destiny as a catalyst for change in American history.</i>					
<b>6-8.AH.3.CC. Founding</b>	<b>Weekly Issues</b>	<b>6-8.WH.3.CC Classical Civilizations: Foundations of Representative Government</b>	<b>Weekly Issues</b>		<b>Weekly Issues</b>
<i>A Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.</i>		<i>A Analyze the rise and fall of classical civilizations to determine their significance to future societies.</i>			
<i>B Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.</i>		<i>B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.</i>			
<i>C Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.</i>					
6-8.AH.3.CC.D Explain the major debates that occurred during the adoption of the	Week 33: Contemporary Constitutional Issues				



Constitution and their ultimate resolution.					
6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.	Week 33: Contemporary Constitutional Issues				
6-8.AH.3.CC.F Infer how events of this period led to the development of philosophies, interest groups and political parties.	Week 33: Contemporary Constitutional Issues				
<b>6-8.AH.4.CC. Expansion</b>	<b>Weekly Issues</b>	<b>6-8.WH.4.CC Middle Ages: Regional Interconnectedness and Conflict</b>	<b>Weekly Issues</b>		
A Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.		<i>A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.</i>			
B Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.		<i>B Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.</i>			
6-8.AH.4.CC.C Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.	Week 19: Social Movements	<i>C Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.</i>			

		<i>D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.</i>			
<b>6-8.AH.5.CC Conflict and Crisis</b>	<b>Weekly Issues</b>				
<i>A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.</i>					
<i>B Trace the events as well as political, cultural, economic and social conditions leading to conflict between Northern and Southern states.</i>					
<i>C Describe critical developments and turning points in the Civil War, including major battles.</i>					
<b>Governmental Systems and Principles</b>					
<b>6-8.AH.2.GS Settlements</b>	<b>Weekly Issues</b>	<b>6-8.WH.2.GS Early Civilizations: Geography's Impact on History</b>	<b>Weekly Issues</b>	<b>6-8.GEO.2.GS.</b>	<b>Weekly Issues</b>
<i>A Compare the governmental systems of European powers to determine their effect on colonization in the Americas.</i>		<i>A Explain the origins, functions, and structure of monarchies, theocracies, city-states, empires and dynasties.</i>		<i>A Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</i>	
<i>B Explain how the founding of English colonies influenced their</i>		<i>B Distinguish the powers and responsibilities of</i>		<i>6-8.GEO.2.GS.B Draw conclusions about how laws impact the</i>	Week 2: Immigration to America Week 3: Discrimination in the Gilded Age

governments and expectations for self-rule.		subjects and political leaders in monarchies, theocracies, city-states, and empires.		development of a place and how a place impacts the development of laws.	Week 5: Poverty and Progressivism Week 10: Expansion of Role of Federal Government Week 13: Government Sponsored Discrimination Week 14: The Homefront Week 15: Europe After World War II Week 16: The World After World War II Week 28: The World During the 1980s Week 29: The Fall of the Soviet Union
C Analyze local and colonial governments to trace the factors influencing their structure and function.		C Explain how the codification of law impacted early civilizations.			
<b>6-8.AH.3.GS Founding</b>	<b>Weekly Issues</b>	<b>6-8.WH.3.GS Classical Civilizations: Foundations of Representative Governments</b>	<b>Weekly Issues</b>		
A Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.		A Explain the origins, functions, and structure of governmental systems within classical civilizations.			
B Apply the concept of representation to the conflict between the colonies and Great Britain.		B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.			
C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of		C Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and			

the Declaration of Independence.		balances.			
D Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.					
E Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.					
F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.					
G Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.					
<b>6-8.AH.4.GS. Expansion</b>	<b>Weekly Issues</b>	<b>6-8.WH.4.GS Middle Ages: Regional Interconnectedness and Conflict</b>	<b>Weekly Issues</b>		

6-8.AH.4.GS.A Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation	A Explain the origins, functions, and structure of governmental systems within civilizations.			
B Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.		B Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.			
C Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.		C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.			
<b>6-8.AH.5.GS Conflict and Crisis</b>	<b>Weekly Issues</b>				
A Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.					
B Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.					
C Analyze the election of 1860 to explain the					

development of political parties and how they influence the selection of leaders.					
D Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.					
<b>Geographical Study</b>					
<b>6-8.AH.2.G. Settlements</b>	<b>Weekly Issues</b>	<b>6-8.WH.2.G. Early Civilizations: Geography's Impact on History</b>	<b>Weekly Issues</b>	<b>6-8.GEO.2.G. World Geography and Cultures</b>	<b>Weekly Issues</b>
A Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.		A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.		A Describe how physical processes shape the environment of a place.	
B Analyze the geography of colonial regions to explain their cultural, social and economic differences.		6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.		B Describe a variety of ecosystems, and explain where they may be found.	
6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	Week 3: Discrimination in the Gilded Age Week 5: Poverty and Progressivism Week 8: Harlem Renaissance and African American Culture Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation Week 35: Civil Rights Inquiry	6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.		6-8.GEO.2.G.C Explain how human-environmental interactions shape people and places.	Week 1: Business in the Gilded Age Week 2: Immigration to America Week 4: Spanish American War Week 5: Poverty and Progressivism Week 9: Stock Market Crash and the Great Depression Week 10: Expansion of Role of Federal Government Week 17: 50s and 60s Post War Culture
				6-8.GEO.2.G.D Explain	Week 2: Immigration to America

				how the movement of people, goods, and ideas impact world regions.	Week 6: Causes and Consequences of World War II Week 8: Harlem Renaissance and African American Culture Week 14: The Homefront Week 15: Europe After World War II Week 16: The World After World War II Week 17: 50s and 60s Post War Culture Week 22: The Cold War Week 23: The Communist Threat Week 27: The Space Race Week 28: The World During the 1980s Week 29: The Fall of the Soviet Union Week 35: Immigration Inquiry
<b>6-8.AH.3.G Founding</b>	<b>Weekly Issues</b>	<b>6-8.WH.3.G Classical Civilizations: Founding of Representative Government</b>	<b>Weekly Issues</b>		
<i>A Draw conclusions about regional conflict and cooperation as a consequence of physical geography.</i>		<i>A Explain the significance of physical geography to the development of classical civilizations.</i>			
<i>B Evaluate the relationships among population, representation, and their effect on power in the new government.</i>		<i>B Identify the effect of natural forces upon human activities.</i>			
<i>C Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.</i>					
<b>6-8.AH.4.G</b>	<b>Weekly Issues</b>	<b>6-8.WH.4.G Middle</b>	<b>Weekly Issues</b>		

Expansion		Ages: Regional Interconnectedness and Conflict			
<i>A Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.</i>		<i>A Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.</i>			
<i>B Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.</i>		<i>B Explain how physical geographic characteristics influence human identities and cultures.</i>			
<i>C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c.1812-1848.</i>					
<b>6-8.AH.5.G. Conflict and Crisis</b>	<b>Weekly Issues</b>				
<i>A Analyze the United States' geography of North, South, and West in order to explain regional cultural, social and economic differences.</i>					



<i>B Evaluate the significance of geography on the conduct of the war and strategy of the North and South.</i>					
6-8.AH.5.GC Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	Week 3: Discrimination in the Gilded Age Week 5: Poverty and Progressivism Week 8: Harlem Renaissance and African American Culture Week 33: Contemporary Constitutional Issues Week 34: Active Civic Participation Week 35: Civil Rights Inquiry				
<b>Economic Concepts</b>					
<b>6-8.AH.2.EC Settlements</b>	<b>Weekly Issues</b>	<b>6-8.WH.2.EC Early Civilizations: Geography's Impact on History</b>	<b>Weekly Issues</b>	<b>6-8.GEO.2.EC. World Geography and Cultures</b>	
<i>A Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.</i>		<i>A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.</i>		6-8.GEO.2.EC.A Analyze resource availability to explain its causes and impacts on conflict or cooperation.	Week 9: Stock Market Crash and the Great Depression Week 10: Expansion of Role of Federal Government
<i>B Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.</i>		<i>B Explain how standardization affects the early stability of a society.</i>		<i>B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</i>	
				<i>C Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and</i>	

				<i>regions.</i>	
				6-8.GEO.2.EC.D Analyze economic systems to explain their impact on peoples' behavior and choices.	Week 23: The Communist Threat
<b>6-8.AH.3.EC Founding</b>	<b>Weekly Issues</b>	<b>6-8.WH.3.EC. Classical Civilizations: Foundations of Representative Government</b>	<b>Weekly Issues</b>		
<i>A Describe the function and purpose of taxes imposed by Great Britain following the Seven Years' War, evaluating colonial responses to them.</i>		<i>6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.</i>			
<i>B Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.</i>		<i>B Explain how standardization impacts the stability of a civilization.</i>			
<i>C Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.</i>		<i>6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.</i>			
<b>6-8.AH.4.EC. Expansion</b>	<b>Weekly Issues</b>	<b>6-8.WH.4.EC Middle Ages:</b>	<b>Weekly Issues</b>		

		Regional Interconnectedness and Conflict			
<i>A Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.</i>		<i>A Explain how inter-regional trade intensified the exchange of goods, ideas and people.</i>			
6-8.AH.4.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.	Week 1: Business in the Gilded Age				
6-8.AH.4.EC.C Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	Week 1: Business in the Gilded Age				
<b>Crisis and Conflict</b>	<b>Weekly Issues</b>				
6-8.AH.5.EC.A Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	Week 1: Business in the Gilded Age				
6-8.AH.5.EC.B Compare the economic strengths	Week 1: Business in the Gilded Age				

and weaknesses of the North and South before, during and immediately after the Civil War.					
<b>People, Groups, and Cultures</b>					
<b>6-8.AH.2.PC Settlements</b>		<b>6-8.WH.2.PC Early Civilizations: Geography's Impact on History</b>		<b>6-8.GEO.2.PC. World Geography and Cultures</b>	
<i>A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.</i>		<i>A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</i>		6-8.GEO.2.PC.A Compare and contrast the human characteristics within and among regions.	Week 8: Harlem Renaissance and African American Culture Week 11: Europe, Asia, and America before World War II Week 15: Europe After World War II Week 16: The World After World War II Week 17: 50s and 60s Post War Culture Week 28: The World During the 1980s
<i>B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.</i>		<i>B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.</i>		6-8.GEO.2.PC.B Explain how groups and institutions of a place develop to meet peoples' needs.	Week 1: Business in the Gilded Age Week 2: Immigration to America Week 3: Discrimination in the Gilded Age Week 5: Poverty and Progressivism Week 6: Causes and Consequences of World War I Week 8: Harlem Renaissance and African American Culture Week 9: Stock Market Crash and The Great Depression Week 10: Expansion of Role of Federal Government
<i>C Compare and contrast the interaction of European settlers with Native Americans in both North and South America.</i>		<i>C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.</i>		<i>C Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.</i>	
		<i>D Analyze scientific, technological,</i>		<i>D Analyze religion and belief systems of a place</i>	

		<i>intellectual, and artistic advancements to determine the legacy of the ancient civilizations</i>		<i>to determine their varying impact on people, groups, and cultures.</i>	
				6-8.GEO.2.PC.E Describe how a peoples' culture is expressed through their art, architecture and literature.	Week 7: The Roaring 20s Week 8: Harlem Renaissance and African American Culture Week 17: 50s and 60s Post War Culture
<b>6-8.AH.3.PC Founding</b>	<b>Weekly Issues</b>	<b>6-8.WH.3.PC Classical Civilizations: Foundations of Representative Government</b>	<b>Weekly Issues</b>		
<i>A Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.</i>		<i>A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.</i>			
<i>B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.</i>		<i>B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.</i>			
<i>C Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.</i>		<i>C Analyze the extent and impact of cultural diffusion that results from empire building.</i>			
<i>D Evaluate laws, events,</i>		<i>D From a historical</i>			

<i>and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.</i>		<i>perspective, explain the origin, structure, spread, and significant beliefs of Christianity.</i>			
<i>E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.</i>					
<b>6-8.AH.4.PC. Expansion</b>	<b>Weekly Issues</b>	<b>6-8.WH.4.PC. Middle Ages: Regional Interconnectedness and Conflict</b>	<b>Weekly Issues</b>		
6-8.AH.4.PC.A Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	Week 5: Poverty and Progressivism Week 17: 50's and 60's Post War Culture Week 19: Social Movements Week 20: Civil Rights Movement Week 21: Civil Rights Movement in Education Week 36: Civil Rights Inquiry	<i>A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.</i>			
<i>B Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.</i>		<i>B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.</i>			
6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.	Week 5: Poverty and Progressivism Week 7: The Roaring 20's Week 8: The Harlem Renaissance Week 17: 50's and 60's Post War Culture	C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.			
6-8.AH.4.PC.D Describe	Week 19: Social Movements	<i>D Analyze the causes</i>			

the culture and accomplishments of Native American cultures to compare the various ways they responded to American expansion.		<i>and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.</i>			
6-8.AH.4.PC.E Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.	Week 2: Immigration to America Week 35: Immigration Inquiry				
<b>6-8.AH.5.PC. Conflict and Crisis</b>	<b>Weekly Issues</b>				
6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.	Week 8: The Harlem Renaissance Week 16: The World After World War II Week 19: Social Movements Week 27: The Space Race Week 28: The World During the 1980's Week 36: Civil Rights Inquiry				
6-8.AH.5.PC.B Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.	Week 6: Causes and Consequences of World War I Week 14: The Homefront Week 15: Europe After World War II Week 16: The World After World War II Week 17: 50s and 60s Post War Culture Week 24: The Atomic Age				
6-8.AH.5.PC.C Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.	Week 3: Discrimination in the Gilded Age Week 5: Poverty and Progressivism Week 6: Causes and Consequences of World War I Week 7: The Roaring 20's Week 14: The Homefront Week 17: 50s and 60s Post War Culture Week 19: Social Movements Week 34: Active Civic Participation				

D Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.					
E Trace the development of African American culture in non-slave states and in the context of slavery.					



Week	Title	Standards Covered
<b>Civics and Government</b>		
1	I Am a Member of a Community?	<b>K.PC.1.C</b> Discuss the concept of individual rights
2	What are Rules?	<b>K.PC.1.B.</b> Identify and explain why cities make laws.  <b>K.GS.2.D.</b> Describe roles and responsibilities of people in authority in families and in groups.
3	What are Laws?	<b>K.GS.2.D.</b> Describe roles and responsibilities of people in authority in families and in groups.
4	Learning and Working Together	<b>K.RI.6.B.</b> Explain how to resolve disputes peacefully in the classroom and on the playground.
5	Our Government	<b>K.GS.2.C</b> Describe why groups need to make decisions and how those decisions are made in families and classrooms.
6	Government Services	
7	Important Documents	
8	Citizens	<b>K.PC.1.E.</b> Describe the character traits of role models within your community.
9	Patriotism	<b>K.PC.1.F.a</b> Identify the flag as a symbol of our nation.  <b>K.PC.1.F.b</b> Recite the Pledge of Allegiance
10	National Symbols	
11	National Holidays	<b>K.H.3.C.</b> Describe the contributions of people typically studied in K-5 programs associated with national holidays.
12	Sources	<b>K.TS.7.A.a</b> Label and analyze different social studies' sources with guidance and support from an adult.  <b>K.TS.7.A.b</b> Use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)
<b>Geography</b>		
13	Map Skills	<b>K.EG.5.A.a</b> Identify maps as representations of real places.

Week	Title	Standards Covered
		<b>K.EG.5.A.b</b> With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom, etc.  <b>K.EG.5.A.c</b> Match legend symbols to map features
14	Five Themes of Geography	
15	Location	<b>K.EG.5.B.</b> Apply positional words to locations within the classroom
16	Place: Physical Characteristics	
17	Place: Human Characteristics	
18	Human-Environment Interaction	
19	Movement	
20	Types of Regions	
21	Culture	<b>K.RI.6.A.</b> Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress and traditions.  <b>K.RI.6.C.</b> Share stories related to your family cultural traditions and family lore.  <b>K.RI.6.D.4</b> Describe how you and your family remember and commemorate your cultural heritage.
<b>Economics</b>		
22	Needs and Wants	<b>K.E.4.A.c</b> Describe examples of needs and wants within your family and school.
23	Goods and Services	<b>K.E.4.A.a</b> Describe examples of scarcity within your family and school.
24	Economic Choices	<b>K.E.4.A.b</b> Describe examples of opportunity costs within your family and school.
25	Economic Activities	

Week	Title	Standards Covered
26	Spending and Saving	<b>K.E.4.A.a</b> Describe examples of scarcity within your family and school.
<b>History</b>		
27	Time	
28	Changes over Time	<b>K.H.3.B.a</b> Create a personal history <b>K.H.3.B.b</b> Compare your family's life in the past and present
29	Comparing Children over Time	
30	Inventions	<b>K.TS.7.E.</b> Ask questions and find answers, with assistance. <b>K.TS.7.B.</b> Use visual tools to communicate information. <b>K.TS.7.D.</b> Share findings about a social studies' topic
31	Transportation over Time	<b>K.TS.7.E.</b> Ask questions and find answers, with assistance. <b>K.TS.7.B.</b> Use visual tools to communicate information. <b>K.TS.7.D.</b> Share findings about a social studies' topic.
32	Communication over Time	<b>K.TS.7.E.</b> Ask questions and find answers, with assistance. <b>K.TS.7.B.</b> Use visual tools to communicate information. <b>K.TS.7.D.</b> Share findings about a social studies' topic.

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	
2	Rules and Laws	<b>MO 1.GS.2.C</b> Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.
3	Principles of Democracy	<b>1.RI.6.B</b> Propose peaceful resolutions of disputes in the classroom and on the playground.
4	Purpose & Structure of Government	<b>MO 1.GS.2.D</b> Functions of governmental systems. Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.
5	Government Services	
6	Important Documents	<b>MO 1.PC.1.B</b> Purpose and principles of the Constitution. Identify and explain why cities make laws.  <b>MO 1.PC.1.C</b> Discuss how individual rights are protected.
7	Citizens	<b>MO 1.PC.1.D</b> Role of citizens and governments in carrying out constitution principles. Give examples of being an active and informed citizen in your classroom or community.  <b>MO 1.PC.1.E</b> Character traits and civic attitudes of significant individuals. Describe the character traits of role models within your community.
8	Patriotism	<b>MO 1.PC.1.F</b> Knowledge of the symbols of our state and nation.  <b>MO 1.PC.1.F.a</b> Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.  <b>MO 1.PC.1.F.b</b> Recognize and explain the significance of symbols of your local community.
9	National Symbols	<b>MO 1.PC.1.F</b> Knowledge of the symbols of our state and nation.  <b>MO 1.PC.1.F.a</b> Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.  <b>MO 1.PC.1.F.b</b> Recognize and explain the significance of symbols of your local community.

Week	Title	Standards Covered
10	National Holidays	<b>MO 1.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history. Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples) (MLK, Thomas Jefferson, Christopher Columbus)
11	Founders	<b>MO 1.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history. Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples) (MLK, Thomas Jefferson, Christopher Columbus)
12	Sources	<p><b>1.TS.7.A.a</b> Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.</p> <p><b>1.TS.7.A.b</b> Identify and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)</p>
<b>Geography</b>		
13	Map Skills	<p><b>1.EG.5.A.a</b> Identify globes as representations of real places.</p> <p><b>1.EG.5.A.b</b> With assistance, read, construct, and use maps which have a title and key.</p> <p><b>1.EG.5.A.c</b> Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.</p> <p><b>1.EG.5.A.d</b> Use a compass rose to identify cardinal directions on a map.</p>
14	Five Themes of Geography	
15	Location	<p><b>1.EG.5.B.a</b> Locate a place by pointing it out on a map and by describing its relative location.</p> <p><b>1.EG.5.A.d</b> Use a compass rose to identify cardinal directions on a map.</p>
16	Place: Physical Characteristics	<b>1.EG.5.C.a</b> Identify physical characteristics of your community.
17	Place: Human Characteristics	<b>1.EG.5.C.b</b> Describe human characteristics of your community.
18	Human- Environment Interaction	

Week	Title	Standards Covered
19	Movement	
20	Regions of the United States	
21	Culture	<b>1.RI.6.A</b> Describe cultural characteristics of your school and community.  <b>1.RI.6.D</b> Describe how your community commemorates its cultural heritage.  <b>1.RI.6.C</b> Recount stories about locations, people, and cultural events in your community.
<b>Economics</b>		
22	Needs and Wants	
23	Goods and Services	<b>1.E.4.A.c</b> Describe consumers and producers and the relationship to goods and services within your school and community.  <b>1.E.4.A.b</b> Describe examples of goods and services within your school and community.
24	Economic Choices	<b>1.E.4.A.a</b> Describe examples of scarcity within your school and community.
25	Economic Activities	
26	Spending and Saving	
<b>History</b>		
27	Time	<b>1.H.3.B</b> Historical perspective/Thinking/Passage of time. Compare and contrast our community in the past and the present.
28	Changes over Time	<b>1.TS.7.E</b> Ask supporting questions and find answers about social studies' topics, with assistance.  <b>1.TS.7.B</b> Create visual tools to communicate information.  <b>1.TS.7.D</b> Share findings about a social studies' topic.
29	Comparing Children over Time	<b>1.TS.7.E</b> Ask supporting questions and find answers about social studies' topics, with assistance.  <b>1.TS.7.B</b> Create visual tools to communicate information.

Week	Title	Standards Covered
		<b>1.TS.7.D</b> Share findings about a social studies' topic.
30	Inventors	<b>1.TS.7.E</b> Ask supporting questions and find answers about social studies' topics, with assistance.  <b>1.TS.7.B</b> Create visual tools to communicate information.  <b>1.TS.7.D</b> Share findings about a social studies' topic.
31	Transportation over Time	<b>1.TS.7.E</b> Ask supporting questions and find answers about social studies' topics, with assistance.  <b>1.TS.7.B</b> Create visual tools to communicate information.  <b>1.TS.7.D</b> Share findings about a social studies' topic.
32	Communication over Time	<b>1.TS.7.E</b> Ask supporting questions and find answers about social studies' topics, with assistance.  <b>1.TS.7.B</b> Create visual tools to communicate information.  <b>1.TS.7.D</b> Share findings about a social studies' topic.

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	
2	Rules and Laws	<b>2.PC.1.B.a</b> Purposes and principles of the Constitution. Explain and give examples of how laws and rules are made and changed within a community.
3	Principles of Democracy	<b>2.RI.6.B</b> Methods of resolving conflict. Demonstrate a peaceful resolution to a dispute.
4	Important Documents	<b>2.PC.1.B.a</b> Purposes and principles of the Constitution. Explain and give examples of how laws and rules are made and changed within a community.  <b>2.PC.1.C</b> Purposes and principles of the Bill of Rights. Examine how individual rights are protected within a community.
5	Our Government	<b>2.GS.2.c</b> Purposes of governmental systems in decision making. Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making  <b>2.GS.2.d</b> Functions of governmental systems. Identify and explain the concept of branches and functions of government.
6	Taxes and Government Services	<b>2.GS.2.d</b> Functions of governmental systems. Identify and explain the concept of branches and functions of government.
7	Citizens	<b>2.PC.1.D.a</b> Role of citizens and governments in carrying out constitutional principles. Analyze how being an active and informed citizen makes a difference in your community.  <b>2.PC.1.D.b</b> List the consequences of citizens not actively participating in their communities.  <b>2.PC.1.E</b> Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. (See teacher resources for illustrative examples.)
8	Patriotism	<b>2.PC.1.F.a</b> Knowledge of the symbols of our state and nation. Describe the importance of the Pledge of Allegiance.
9	Patriotic Symbols	<b>2.PC.1.F.a</b> Knowledge of the symbols of our state and nation. Describe the importance of the Pledge of Allegiance.  <b>2.PC.1.F.b</b> Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. (See teacher resources for illustrative examples)



Week	Title	Standards Covered
10	Memorials & Monuments	<b>2.PC.1.F.b</b> Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. (See teacher resources for illustrative examples)
11	National Holidays	
12	Founders	
13	Culture	<p><b>2.RI.6.C</b> Ideas and beliefs of different cultures. Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.</p> <p><b>2.RI.6.A</b> Cultural characteristics of all people. Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, &amp; traditions. (See teacher resources for illustrative examples)</p> <p><b>2.RI.6.D</b> Cultural heritage and preservation. Describe how regions commemorate cultural heritage.</p>
14	Sources	<p><b>2.TS.7.C.a</b> Understanding and supporting fact, opinion, bias and point of view in sources. Explain the difference between fact and opinion in social studies topics</p> <p><b>2.TS.7.C.b</b> Explain the concept of point of view in social studies topics</p> <p><b>2.TS.7.A.a</b> Identify, select, analyze, and evaluate resources to create a product of social science inquiry. Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.</p> <p><b>2.TS.7.A.b</b> Select and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)</p>
<b>Geography</b>		
15	Map Skills	<p><b>2.EG.5.A.a</b> Reading and constructing maps. Read and construct maps with title and key.</p> <p><b>2.EG.5.A.b</b> Identify the properties and use of different types of maps for a variety of purposes.</p>
16	Five Themes of Geography	
17	Location	<b>2.EG.5.B.a</b> Understanding the concept of location to make predictions and solve problems. Name and locate the regions in your community.

Week	Title	Standards Covered
		<b>2.EG.5.B.b</b> Name and locate regions of the world.
18	Place: Physical Characteristics	<b>2.EG.5.C.a</b> Understanding the concept of place. Identify and describe physical characteristics of the world.
19	Place: Human Characteristics	<b>2.EG.5.C.c</b> Describe human characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)
20	Human and Environment Interaction	<b>2.EG.5.G</b> Using geography to interpret, explain and predict. Explain how geography affects the way people live today.
21	Movement	<p><b>2.H.3.A</b> Understand the movement of people from many regions of the world to North America. Compare the culture and people in our community across multiple time periods.</p> <p><b>2.EG.5.E.a</b> Understanding relationships between and among places. Describe different types of communication and transportation and identify their advantages and disadvantages.</p> <p><b>2.EG.5.E.b</b> Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.</p>
22	Regions of the World	<p><b>2.EG.5.B.b</b> Name and locate regions of the world.</p> <p><b>2.EG.5.F.a</b> Understanding relationships between and among regions. Define the concept of regions as places which have unifying political, physical, or cultural characteristics.</p> <p><b>2.EG.5.F.b</b> Identify examples of different regions (See teacher resources for illustrative examples)</p> <p><b>2.EG.5.F.c</b> Describe why people of different groups settle more in one place or region than another.</p>
<b>Economics</b>		
23	Economic Resources	<b>4.A.</b> Knowledge of basic economic concepts. Describe consumption and production and the relationship to goods and services with in your region.
24	Goods and Services	<b>4.A.</b> Knowledge of basic economic concepts. Describe consumption and production and the relationship to goods and services with in your region.
25	Economic Principles	<b>2.E.4.A.c</b> Demonstrate how people barter to exchange goods and services.

Week	Title	Standards Covered
		<p><b>2.E.4.d</b> Explain the relationship of income, labor, and wages.</p> <p><b>2.E.4.A.a</b> Knowledge of basic economic concepts. Describe consumption and production and the relationship to goods and services within your region.</p>
26	Economic Activity	<p><b>2.E.4.A.b</b> Demonstrate how people use money to buy and sell goods and services.</p> <p><b>2.E.4.A.c</b> Demonstrate how people barter to exchange goods and services.</p>
27	Economic Choices	<p><b>2.E.4.B</b> Understanding the consequences of economic decisions. Describe a personal cost-benefit situation.</p>
<b>History</b>		
28	Sequence & Chronology	<p><b>2.H.3.B</b> Historical perspective/Thinking/Passage of time. Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S. and Missouri past and present</p>
29	Innovations over Time	<p><b>2.PC.1.E</b> Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. (See teacher resources for illustrative examples.)</p> <p><b>2.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history. Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. (See teacher resources for illustrative examples)(e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).</p>
30	Historic Figures	<p><b>2.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history. Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. (See teacher resources for illustrative examples)(e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).</p>
31	Solving Problems in Community	<p><b>2.TS.7.B</b> Use visual tools to communicate information and ideas. Use visual tools and informational texts to communicate information.</p> <p><b>2.TS.7.D</b> Conducting and presenting research with appropriate resources. Share research about a social studies' topic.</p> <p><b>2.TS.7.E.a</b> Developing a research plan and identifying resources. Develop supporting questions about social studies' topics, with assistance.</p> <p><b>2.TS.7.E.b</b> Describe a process to answer those questions</p>

Week	Title	Standards Covered
		<b>2.TS.7.E.c</b> Discuss types of sources that would be helpful in exploring social studies' questions.
32	Regions of Missouri	<p><b>2.H.3.A</b> Compare the culture and people in our community across multiple time periods.</p> <p><b>2.H.3.B</b> Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.</p> <p><b>2.E.4.A.a</b> Describe consumption and production and the relationship to goods and services , within your region.</p> <p><b>2.EG.5.B.b</b> Name and locate the regions in your community (county, township, significant historical landmarks etc.).</p> <p><b>2.EG.5.C.b</b> Identify and describe physical characteristics of the student's region of Missouri, such as climate, topography, relationship to water and ecosystems.</p>

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Community	<b>3.PC.1.B.a</b> Explain and give examples of how laws are made and changed within the state.
2	Government	<b>3.GS.A</b> Explain how governments balance individual rights with common good to solve local community or state issues.
3	Structure of Government	<p><b>3.GS.D</b> Identify and explain the functions of the three branches of government in the state government.</p> <p><b>3.E.4.C.3.a</b> Define taxes and explain sources of tax generation.</p> <p><b>3.E.4.C.3.b</b> List how tax monies are used, who benefits from tax-supported services, and who pays for these services.</p> <p><b>3.PC.1.B.b</b> Explain the major purposes of the Missouri Constitution</p> <p><b>3.PC.1.B.c</b> Examine how individual rights are protected in our state</p>
4	Conflict & Compromise	<p><b>3.GS.B</b> Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.</p> <p><b>3.GS.C</b> Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or current events.</p> <p><b>3.RI.6.B</b> Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).</p>
5	Citizens	<p><b>3.PC.1.D</b> Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.</p> <p><b>3.PC.1.E</b> Describe the character traits and civic attitudes of influential Missourians.</p>
6	Patriotism, National Symbols	<b>3.PC.1.F.a</b> Explain how the National Anthem symbolizes our nation.
7	Heroes and Holidays	
<b>Geography</b>		
8	Map Skills	<b>3.EG.5.A</b> Read and construct historical and current maps

Week	Title	Standards Covered
9	Geography: Five Themes	
10	Location	<b>3.EG.5.B.b</b> Describe and use absolute location using a grid system.
11	Place: Physical Characteristics	<p><b>3.EG.5.B.a</b> Name and locate major cities, rivers, regions, &amp; border states of Missouri.</p> <p><b>3.EG.5.C.a</b> Identify and compare physical characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.</p>
12	Place: Human Characteristics	<p><b>3.EG.5.B.a</b> Name and locate major cities, rivers, regions, &amp; border states of Missouri.</p> <p><b>3.EG.5.C.b</b> Describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.</p>
13	Human and Environment Interaction	<b>3.EG.5.D</b> Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
14	Movement	<b>3.EG.5.E</b> Describe how changes in communication and transportation technologies affect people's lives
15	Culture	<b>3.RI.6.A</b> Compare the cultural characteristics of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
16	Cultures of Missouri	<p><b>3.PC.1.F.b</b> Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.</p> <p><b>3.RI.6.A</b> Compare the cultural characteristics of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, &amp; traditions.</p> <p><b>3.RI.6.C</b> Research stories and songs that reflect the cultural history of Missouri.</p> <p><b>3.RI.6.D</b> Describe how people in Missouri preserve their cultural heritage through museums, state parks, state symbols, festivals etc.</p> <p><b>3.EG.5.C.b</b> Describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.</p> <p><b>3.H.3.A.a</b> Describe the migration of native Americans to Missouri prior to European settlement in the state.</p>

Week	Title	Standards Covered
17	Regions of Missouri	<p><b>3.EG.5.B.a</b> Name and locate major cities, rivers, regions, &amp; border states of Missouri.</p> <p><b>3.EG.5.C.a</b> Identify and compare physical characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.</p> <p><b>3.E.G.5.F.a</b> Identify regions in Missouri.</p> <p><b>3.EG.5.F.b</b> Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).</p> <p><b>3.EG.5.C.b</b> Describe human characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.</p>
<b>Economics</b>		
18	Wants and Needs	<b>3.E.4.D</b> Explain factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc.)
19	Resources	<b>3.E.4.A.3.b</b> Define natural, capital and human resources.
20	Producers and Consumers	<b>3.E.4.A.3.a</b> Compare and contrast private and public goods and services.
21	Economic Principles	<p><b>3.E.4.A.3.c</b> Define economy.</p> <p><b>3.E.4.A.3.d</b> Explain supply and demand.</p>
22	Personal Finance	<b>3.E.4.B.3</b> Conduct a personal cost-benefit analysis.
<b>Inquiry</b>		
23	Developing Inquiries	<p><b>3.TS.7.B</b> With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.</p> <p><b>3.TS.7.D</b> Conduct and present Social studies research to an audience using appropriate sources.</p> <p><b>3.TS.7.E.a</b> Generate supporting questions about Social Studies topics.</p> <p><b>3.TS.7.E.b</b> Use steps in a process to investigate a social studies' question.</p> <p><b>3.TS.7.F</b> Investigate an appropriate social studies' question and share results with assistance, if needed</p>

Week	Title	Standards Covered
24	Sources	<p><b>3.TS.7.E.c</b> Use appropriate sources to investigate social studies' questions.</p> <p><b>3.TS.7.A.a</b> Identify, select, and analyze primary and secondary sources to determine importance with guidance and support.</p> <p><b>3.TS.7.A.b</b> Create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.</p> <p><b>3.TS.7.C.a</b> Identify facts and opinions in social studies topics.</p> <p><b>3.TS.7.C.b</b> Identify point of view in social studies topics.</p>
25	Examining & Analyzing Evidence	<b>3.TS.7.B</b> With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
26	Taking Action	<b>3.TS.7.B</b> With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
<b>History</b>		
27	Coming to Missouri	<p><b>3.H.3.A.b</b> Describe the discovery, exploration and early settlement of Missouri by European immigrants.</p> <p><b>3.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Missouri.</p> <p><b>3.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved Africans in Missouri.</p>
28	Westward Expansion	<p><b>3.H.3.F.a</b> Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.</p> <p><b>3.H.3.F.b</b> Evaluate the impact of westward expansion on the Native Americans in Missouri.</p> <p><b>3.EG.5.G</b> Explain how geography affected important events in Missouri history.</p>
29	Missouri Statehood	<p><b>3.H.3.F.c</b> Discuss issues of Missouri statehood.</p> <p><b>3.EG.5.G</b> Explain how geography affected important events in Missouri history.</p>
30	Missouri and the Civil War	<b>3.H.3.G.a</b> Explain Missouri's role in the Civil War including the concept of a border state.



Week	Title	Standards Covered
		<p><b>3.H.3.G.c</b> Describe the changes in Missouri since the Civil War in education, transportation and communication.</p> <p><b>3.H.3.B.b</b> Examine cultural interactions and conflicts among Missourians after the Civil War.</p> <p><b>3.EG.5.G</b> Explain how geography affected important events in Missouri history.</p> <p><b>3.H.3.E</b> Explain the causes and consequences of the Dred Scott decision on the nation.</p>
31	Important Missouri Citizens	<b>3.H.3.C.3.a</b> Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).
32	Changing Groups of Missouri	<b>3.RI.6.E</b> Examine the changing roles of Native Americans, Immigrants. African Americans, women and others in Missouri history.

Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Government	<p><b>4.GS.2A</b> Purposes and roles of government Explain how the purpose and roles of government were debated c. early settlements to 1800.</p> <p><b>4.GS.2.C</b> Processes of governmental systems in decision making Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p> <p><b>4.GS.2.D</b> Functions of governmental systems Identify and explain the functions of the three branches of government in the federal government.</p> <p><b>4.E.4.C</b> Understanding various types of taxes and their purposes Explain how the government utilizes taxes to provide goods and services.</p>
2	Important Documents	<p><b>4.PC.1.A.4</b> Purposes and principles of the Declaration of Independence. With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.</p> <p><b>4.PC.1.B.4.b</b> Purposes and principles of the Constitution Explain the major purposes of the U.S. Constitution.</p> <p><b>4.PC.1.B.4.c</b> With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.</p>
3	Bill of Rights	<p><b>4.PC.1.C.a</b> Purposes and principles of the Bill of Rights Explain the major purpose of the Bill of Rights.</p> <p><b>4.PC.1.C.b</b> Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed see Amendment 9)</p>
4	Citizens	<p><b>4.PC.1.D</b> Role of citizens and governments in carrying out constitution principles Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>4.PC.1.E</b> Character traits and civic attitudes of significant individuals Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800. (See teacher resources for illustrative examples.)</p>
5	Founders	<p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).</p>

Week	Title	Standards Covered
6	Conflict and resolution	<p><b>4.PC.1.D</b> Role of citizens and governments in carrying out constitution principles Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>4.GS.2.B</b> Dispute resolution Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to colonial period</p> <p><b>4.GS.2.C</b> Processes of governmental systems in decision making Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p> <p><b>4.RI.6.B</b> Methods of resolving conflicts Apply constructive processes or methods for resolving conflicts.</p>
7	Stories of the Symbols	<p><b>4.PC.1.F</b> Knowledge of the symbols of our state and nation Recognize and explain the significance of national symbols associated with historical events and time periods being studied.</p>
<b>Geography</b>		
8	Five Themes of Geography	
9	Map Skills	<p><b>4.EG.5.A</b> Reading and constructing maps Construct and interpret historical and current maps.</p> <p><b>4.EG.5.B</b> Understanding the concept of location to make predictions and solve problems Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.</p>
10	Place	<p><b>4.EG.5.C.a</b> Understanding the concept of place Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.</p> <p><b>4.EG.5.C.b</b> Identify and compare diverse human geographic characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.</p>
11	Human and Environment Interaction	<p><b>4.EG. 5.D</b> Relationships within places Human-Environment Interactions Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p>
12	Movement	<p><b>4.EG.5.E</b> Understanding relationships between and among places Analyze how changes in communication and transportation technologies affect people's</p>

Week	Title	Standards Covered
		lives.  <b>4.EG.5.G</b> Using geography to interpret, explain and predict Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g. why rivers have played an important role in human transportation) and predict future consequences (e.g. what will likely happen if the population of a city increases considerably).
13	Culture of Missouri	<b>4.RI.6.A</b> Cultural characteristics of all people Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. such as language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.  <b>4.RI.6.C</b> Ideas and beliefs of different cultures Research stories and songs that reflect the cultural history of the early United States prior to 1800.  <b>4.RI.6.D</b> Cultural heritage and preservation Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
14	Regions of the United States	<b>4.EG.5.F</b> Understanding relationships between and among regions Identify different regions in the United States and analyze how their characteristics affect people who live there.( history, economy, governance, society, and today's culture)
<b>Economics</b>		
15	Needs and Wants	<b>4.E.4.A.a</b> Knowledge of basic economic concepts Compare and contrast saving and financial investment.  <b>4.E.4.A.b</b> Explain the relationship between profit and loss in economic decisions.  <b>4.E.4.B</b> Understanding the consequences of economic decisions Conduct a public cost-benefit analysis.  <b>4.E.4.D</b> Factors that influence the economy Explain factors, past and present, that influence changes in state and regional economies.(e.g. technology, movement of people, resources, etc)
16	Resources	<b>4.E.4.A.c</b> Distinguish among natural, capital and human resources.
17	Economic Principles	<b>4.E.4.A.b</b> Explain the relationship between profit and loss in economic decisions.
18	Personal Finance	<b>4.E.4.A.a</b> Knowledge of basic economic concepts Compare and contrast saving and financial investment.

Week	Title	Standards Covered
<b>Inquiry</b>		
19	Developing Inquiries	<p><b>4.TS.7.A.a</b> Identify, select, analyze, and evaluate resources to create a product of social science inquiry Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.C</b> Understanding and supporting fact, opinion, bias, and point of view in sources Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p> <p><b>4.TS.7.E.a</b> Developing a research plan and identifying resources Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.</p>
20	Sources	<p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)</p> <p><b>4.TS.7.E.a</b> Developing a research plan and identifying resources Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p>
21	Analyzing and Evaluating Evidence	<p><b>4.TS.7.A.a</b> Identify, select, analyze, and evaluate resources to create a product of social science inquiry Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.C</b> Understanding and supporting fact, opinion, bias, and point of view in sources Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p>
22	Communicating Conclusions	<p><b>4.TS.7.B.a</b> Use visual tools to communicate information and ideas Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.B.b</b> Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.</p> <p><b>4.TS.7.D</b> Conducting and presenting research with appropriate resources With assistance, conduct and present social studies' research to an audience using appropriate sources.</p> <p><b>4.TS.7.F</b> Conducting and presenting research with appropriate resources Research an</p>

Week	Title	Standards Covered
		appropriate social studies' question and share results with an audience.
23	Engage in Your Own Inquiry	<b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.
<b>History and Culture</b>		
24	The Vibrant Societies of Pre-Columbian North America	<p><b>4.H.3.A.a</b> Describe the migrations of native Americans prior to 1800.</p> <p><b>4.H.3.A.b</b> Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.</p> <p><b>4.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.</p> <p><b>4.RI.6.E</b> Changing of roles of different groups Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.</p> <p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).</p>
25	Life in Pre-Columbian North America	<p><b>4.GS.2.B</b> Dispute resolution Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to colonial period</p> <p><b>4.H.3.A.a</b> Describe the migrations of native Americans prior to 1800.</p> <p><b>4.H.3.A.b</b> Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.</p> <p><b>4.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.</p>
26	Exploration	<p><b>4.GS.2.B</b> Dispute resolution Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to colonial period</p> <p><b>4.H.3.A.a</b> Describe the migrations of native Americans prior to 1800.</p> <p><b>4.H.3.A.b</b> Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.</p> <p><b>4.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.</p>

Week	Title	Standards Covered
		<p><b>4.H.3.B</b> Historical perspective/Thinking/Passage of time Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.</p> <p><b>4.RI.6.E</b> Changing of roles of different groups Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.</p> <p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).</p>
27	Colonization	<p><b>4.GS.2.B</b> Dispute resolution Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to colonial period</p> <p><b>4.RI.6.E</b> Changing of roles of different groups Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.</p> <p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).</p>
28	The Road to Revolution	<p><b>4.H.3.D.a</b> Perspectives on the American Revolution Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p> <p><b>4.H.3.D.b</b> Explain the factors that contributed to the colonists' success.</p>
29	The American Revolution: Part I	<p><b>4.H.3.D.a</b> Perspectives on the American Revolution Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p> <p><b>4.H.3.D.b</b> Explain the factors that contributed to the colonists' success.</p>
30	The American Revolution: Part II	<p><b>4.H.3.D.a</b> Perspectives on the American Revolution Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p> <p><b>4.H.3.D.b</b> Explain the factors that contributed to the colonists' success.</p> <p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to</p>

Week	Title	Standards Covered
		America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).
31	A New Nation	<p><b>4.H.3.E.a</b> Political developments and reform movements in the U.S. Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p><b>4.H.3.E.b</b> Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c 1800</p> <p><b>4.H.3.C</b> Knowledge of the contributions of significant persons in U.S. history Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc).</p>
32	War and Westward Expansion	<p><b>4.H.3.F</b> Westward expansion and settlement in the U.S. Investigate the causes and consequences of westward expansion prior to 1800. (e.g. Northwest Territory, the Southwest Territory as well as territory which eventually becomes Mississippi, Kentucky, and Alabama)</p> <p><b>4.RI.6.E</b> Changing of roles of different groups Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.</p>



Week	Title	Standards Covered
<b>Civics and Government</b>		
1	Government Review	<p><b>5.GS.A</b> Explain how the purpose and role of government have been debated across historical time periods to current times.</p> <p><b>5.GS.D</b> Distinguish between powers and functions of local, state, and national government in the past and present.</p> <p><b>5.GS.C</b> Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.</p>
2	The Founders and Their Process	<b>5.PC.1.A</b> Apply the principles of the Declaration of Independence to their historical time periods being studied and to current events.
3	The Constitution	<b>5.PC.1.B</b> Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
4	Stories of the Symbols	<b>5.PC.1.F</b> Recognize and explain the significance of national symbols
5	Bill of Rights	<b>5.PC.1.C</b> Apply the principles of the Bill of Rights to historical tie periods being studied and to current events.
6	Voices in the Government	<p><b>5.PC.1.D</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>5.GS.B</b> analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 - 2000.</p> <p><b>5.RI.6.B</b> Evaluate constructive processes or methods for resolving conflicts.</p>
<b>Geography</b>		
7	Map Skills	<p><b>5.EG.5.A.b</b> Construct maps for relevant social studies topics.</p> <p><b>5.EG.5.B.b</b> Locate and describe real places using absolute and relative location</p>
8	Place	<p><b>5.EG.C.a</b> Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.</p> <p><b>5.EG.C.b</b> Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, regions settlement patterns, ethnic background, and political system.</p>
9	Human-environment interaction	<b>5.EG.5.D</b> Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Week	Title	Standards Covered
10	Movement	<b>5.EG.5.E</b> Evaluate how changes in communication and transportation technologies affect people's lives.
11	Regions of the World	<p><b>5.EG.5.B.a</b> Name and locate specific regions, states, capitals, river systems and mountain ranges in the U.S. based on historical or current topics.</p> <p><b>5.HG.C.a</b> Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.</p> <p><b>5.HG.C.b</b> Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, regions settlement patterns, ethnic background, and political system.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>
12	Regions of the US	<p><b>5.EG.5.B.a</b> Name and locate specific regions, states, capitals, river systems and mountain ranges in the U.S. based on historical or current topics.</p> <p><b>5.HG.C.a</b> Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.</p> <p><b>5.HG.C.b</b> Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, regions settlement patterns, ethnic background, and political system.</p> <p><b>5.EG.5.F</b> describe different regions in the U.S. and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>
<b>Economics</b>		
13	Economic Principles	<p><b>5.E.4.D.a</b> Explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.)</p> <p><b>5.E.4.A</b> . Explain how scarcity, supply and demand, opportunity costs, income, wages and other economic concepts affect our nation's past, present and future.</p>
14	Economic Systems	
<b>Sources and Inquiry</b>		

Week	Title	Standards Covered
15	Inquiry	<p><b>5.EG.5.A.a</b> Use geographic research sources to acquire and process information to answer questions and solve problems.</p> <p><b>5.TS.7.A.a</b> Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed</p> <p><b>5.TS.7.A.b</b> Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams.)</p> <p><b>5.TS.7.B.b</b> Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc, to communicate information and understanding on social studies topics.</p> <p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies topics.</p> <p><b>5.TS.7.C.b</b> Identify, research, and defend a point of view/position on a social studies topic.</p> <p><b>5.TS.7.D</b> Conduct and present research to an audience using appropriate sources.</p> <p><b>5.TS.7.E.a</b> Generate compelling research questions about a social studies topic.</p> <p><b>5.TS.7.E.b.</b> Create and apply a research process to investigate a compelling social studies question.</p> <p><b>5.TS.7.E.c</b> Evaluate and use appropriate resources for investigation a compelling social studies question.</p> <p><b>5.TS.7.F.</b> Conduct and present research on a social studies question to an audience, using appropriate sources.</p> <p><b>5.TS.7.G</b> Research and defend a point of view/position on a social studies question.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>
<b>The American Civil War</b>		
16	The Road to War	<p><b>5.H.3.G</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p>

Week	Title	Standards Covered
		<p><b>5.PC.1.E</b> Describe the character traits and civic attitudes of significant individuals from, 1800 - 2000.</p> <p><b>5.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p>
17	The House Divided by War	<p><b>5.H.3.G</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction</p> <p><b>5.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p>
18	Of Souls and Soldiers	<p><b>5.H.3.G</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction</p> <p><b>.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p>
<b>Reconstruction of the Union</b>		
19	Building Peace	<p><b>5.H.3.G</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction</p> <p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants,</p>

Week	Title	Standards Covered
		<p>African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
20	Rebuilding the Union	<p><b>5.H.3.G</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction</p> <p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
<b>Expansion and Migration</b>		
21	Waves of Immigration	<p><b>5.RI.6.A.b</b> Describe the cultural impact of migration on the immigrants and the U.S. c. 1800 – 2000</p> <p><b>5.E.4.D.b</b> Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800 - 2000.</p> <p><b>5.EG.5.G.b</b> Use a geographic lens to describe the impact of migration on the immigrants and the U.S. c. 1800 – 2000</p> <p><b>5.H.3.A.a</b> Outline the territorial expansion of the United States.</p> <p><b>5.H.3.A.b</b> Describe the impact of migration on immigrants and the United States c. 1800 - 2000.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
22	Cultures of Missouri: Inquiry	<p><b>5.HG.C.b</b> Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, regions settlement patterns, ethnic background, and political system.</p>

Week	Title	Standards Covered
		<p><b>5.RI.6.A.a</b> Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g. language, celebrations, customs, holidays, artistic expression, food, dress, &amp; transportations).</p> <p><b>5.RI.6.C</b> Research stories and songs that reflect the cultural history of the United States c. 1800 - 2000</p> <p><b>5.RI.6.D</b> Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>
23	Westward Expansion	<p><b>5.H.3.F</b> . Investigate the causes and consequences of westward expansion, including the Texas and Mexican war, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)</p> <p><b>5.E.4.D.b</b> Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800 - 2000.</p> <p><b>5.EG.5.G.b</b> Use a geographic lens to describe the impact of migration on the immigrants and the U.S. c. 1800 – 2000</p> <p><b>5.H.3.A.a</b> Outline the territorial expansion of the United States.</p> <p><b>5.H.3.A.b</b> Describe the impact of migration on immigrants and the United States c. 1800 - 2000.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
24	Spanish American War	<p><b>5.H.3.F</b> . Investigate the causes and consequences of westward expansion, including the Texas and Mexican war, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>

Week	Title	Standards Covered
25	Industrial Revolution	<p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.PC.1.E</b> Describe the character traits and civic attitudes of significant individuals from, 1800 - 2000.</p> <p><b>5.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p>
26	Progressivism and the Poor	<p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
<b>Federal Expansion</b>		
27	Causes and Consequences of WW1	<p><b>5.H.3.I.a</b> Identify political, economic, and social consequences of World War I and WWII on the U.S.</p>
28	Roaring 20's and Women's Issues	<p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.PC.1.E</b> Describe the character traits and civic attitudes of significant individuals from, 1800 - 2000.</p> <p><b>5.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C.</p>



Week	Title	Standards Covered
		<p>Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p>
29	The Great Depression	<p><b>5.H.3.H</b> Identify political, economic, and social causes and consequences of the Great Depression.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).</p>
30	Causes and Consequences of WWII	<p><b>5.H.3.I.a</b> Identify political, economic, and social consequences of World War I and WWII on the U.S.</p>
<b>Inquiry</b>		
31	Civil Rights-Inquiry	<p><b>5.H.3.E</b> Explain their causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women's Suffrage, The New Deal, The Great Society, The Civil Rights Movement, the Women's Movements, etc.</p> <p><b>5.H.3.C</b> Identify and describe the contributions of significant individuals from 1800 - 2000, (e.g. Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Addams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. DuBois, Eleanor Roosevelt, Henry Ford, the Wright Brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King, Jr., Rosa Parks, etc.)</p> <p><b>5.RI.6.E</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).</p>



Week	Title	Standards Covered
		<p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies topics.</p> <p><b>5.TS.7.E.a</b> Generate compelling research questions about a social studies topic.</p>
32	Cold War- Inquiry	<p><b>5.H.3.I.b</b> Identify the political, economic, and social consequences of the Cold War on the U.S.</p> <p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).</p> <p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies topics.</p> <p><b>5.TS.7.E.a</b> Generate compelling research questions about a social studies topic.</p>

1	<b>Business in the Gilded Age</b>	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.E.</b> Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p> <p><b>6-8.AH.4.EC.B</b> Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.</p> <p><b>6-8.AH.4.EC.C</b> Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth</p> <p><b>6-8.AH.5.EC.A</b> Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.</p> <p><b>6-8.AH.5.EC.B</b> Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
2	<b>Immigration to America</b>	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.PC.E</b> Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.</p> <p><b>6-8.GEO.2.CC.B</b> Explain how forces of nature impact historic and current conflicts and cooperation.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the</p>

		<p>development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
3	Discrimination in the Gilded Age	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
4	Spanish American War	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>

		<p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p>
5	Poverty and Progressivism	<p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p> <p><b>6-8.AH.4.PC.C</b> Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p> <p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
6	Causes and Consequences of WWI	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p>

		<p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
7	The Roaring 20s	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.4.PC.C</b> Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p> <p><b>6-8.GEO.2.PC.E</b> Describe how a peoples' culture is expressed through their art, architecture and literature.</p>
8	The Harlem Renaissance and African American Culture	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.4.PC.C</b> Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major</p>

		<p>speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.CC.C</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p> <p><b>6-8.GEO.2.PC.E</b> Describe how a peoples' culture is expressed through their art, architecture and literature.</p>
9	Stock Market Crash and the Great Depression	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.EC.A</b> Analyze resource availability to explain its causes and impacts on conflict or cooperation.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
10	Expansion of Role of Federal Government	<p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>

		<p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.EC.A</b> Analyze resource availability to explain its causes and impacts on conflict or cooperation.</p> <p><b>6-8.GEO.2.PC.B</b> Explain how groups and institutions of a place develop to meet peoples' needs.</p>
11	Europe, Asia, and America Before WWII	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p>
12	Pearl Harbor, US Enters WWII	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p>



		<p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p>
13	Government-Sponsored Discrimination	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>
14	The Homefront	<p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p>



15	Europe After the War	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p>
16	The World After WWII	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological</p>

		<p>sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p>
17	50s and 60s Post War Culture	<p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p> <p><b>6-8.AH.4.PC.C</b> Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.</p> <p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p>

		<p><b>6-8.GEO.1.GS.A</b> Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.G.C</b> Explain how human-environmental interactions shape people and places.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p> <p><b>6-8.GEO.2.PC.E</b> Describe how a peoples' culture is expressed through their art, architecture and literature.</p>
18	The Korean War	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p>
19	Social Movements	<p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.CC.C</b> Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the</p>

		<p>promise of American ideals.</p> <p><b>6-8.AH.4.PC.D</b> Describe the culture and accomplishments of Native American cultures to compare the various ways they responded to American expansion.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p>
20	The Civil Rights Movement	<p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p>
21	Civil Rights Movement in Education	<p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p>
22	The Cold War	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p>
23	The Communist Threat	<p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in</p>

		<p>order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.EC.D</b> Analyze economic systems to explain their impact on peoples' behavior and choices.</p>
24	The Atomic Age	<p><b>6-8.AH.5.PC.B</b> Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p>
25	Crisis in Cuba	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p>
26	The Vietnam War	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p>
27	The Space Race	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p>

		<p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p>
28	The World During the 1980s	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.AH.1.PC.A.</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and</p>

		<p>impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>6-8.GEO.2.PC.A</b> Compare and contrast the human characteristics within and among regions.</p>
29	The Fall of the Soviet Union	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p> <p><b>6-8.GEO.2.GS.B</b> Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p>
30	September 11, 2001: The Day the World Stopped	<p><b>6-8.AH.1.CC.A</b> Create and use tools to analyze a chronological sequence of related events in American history</p>



		<p><b>6-8.AH.1.CC.B.</b> Explain connections between historical context and peoples' perspectives at the time in American history.</p> <p><b>6-8.WH.1.CC.A.</b> Create and use tools to analyze chronological sequence of related events in world history</p> <p><b>6-8.WH.1.CC.B</b> Explain connections between historical context and peoples' perspectives at the time in world history.</p> <p><b>6-8.WH.1.PC.B</b> Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.B</b> Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p> <p><b>6-8.GEO.2.CC.A</b> Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p>
31	Developing Questions and Planning Inquiries	
32	Engaging in Your Own Inquiry	<p><b>6-8.GEO.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.</p> <p><b>6-8.GEO.1.CC.D</b> Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p> <p><b>6-8.GEO.1.CC.E</b> Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem</p>
33	Contemporary Constitutional Issues	<p><b>6-8.AH.1.CC.C.</b>With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.</p> <p><b>6-8.AH.1.CC.E.</b> Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem</p> <p><b>6-8.AH.3.CC.D</b> Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.</p>



		<p><b>6-8.AH.3.CC.E</b> Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.</p> <p><b>6-8.AH.3.CC.F</b> Infer how events of this period led to the development of philosophies, interest groups and political parties.</p> <p><b>6-8.AH.4.GS.A</b> Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.</p> <p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.GEO.1.CC.A.</b> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime</p> <p><b>6-8.GEO.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.</p> <p><b>6-8.GEO.1.CC.D</b> Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p> <p><b>6-8.GEO.1.CC.E</b> Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem</p>
34	Active Civic Participation	<p><b>6-8.AH.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.GS.A</b> Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.</p> <p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of</p>

		<p>those patterns on cultures and community life.</p> <p><b>6-8.AH.5.PC.C</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact</p> <p><b>6-8.GEO.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.</p> <p><b>6-8.GEO.1.CC.D</b> Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p> <p><b>6-8.GEO.1.CC.E</b> Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem</p>
35	Immigration	<p><b>6-8.AH.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.2.G.C</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.5.GC</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.</p> <p><b>6-8.AH.4.PC.E</b> Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development.</p> <p><b>6-8.GEO.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.</p> <p><b>6-8.GEO.1.CC.D</b> Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p> <p><b>6-8.GEO.2.G.D</b> Explain how the movement of people, goods, and ideas impact world regions.</p>
36	Civil Rights Inquiry	<p><b>6-8.AH.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history</p>

		<p>prior to c. 1870 to a contemporary issue.</p> <p><b>6-8.AH.1.PC.B</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p><b>6-8.AH.4.PC.A</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.</p> <p><b>6-8.AH.5.PC.A</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.</p> <p><b>6-8.GEO.1.CC.C</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue.</p> <p><b>6-8.GEO.1.CC.D</b> Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.</p>
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Week		Title	Standards Covered	
Inquiry				
Standards			ELA	
1	Developing Inquiries	<p><b>4.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p>	<p><b>4.SL.1A.b</b> Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p> <p><b>4.SL.1A.c</b> Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.</p> <p><b>4.SL.1A.a</b> Contributing to discussion after listening to others' ideas, according to classroom expectations.</p>	
2	Sources	<p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.C.a</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p>	<p><b>4.R.1.B.f</b> Using conversational, general academic, and domain-specific words and phrases.</p> <p><b>4.R.3.C.d</b> Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p><b>4.SL.4.A.f</b> Formal/informal language according to context and topic.</p>	
3	Examining Evidence and Communicating Conclusions	<p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.E.b</b> Apply a research process to a</p>	<p><b>4.R.1.A.a.</b> Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>4.W.1.A.b</b> Formulating questions related to the topic.</p> <p><b>4.SL.1.A.a</b> Allowing, generating, and justifying classroom listening rules.</p>	

Week	Title	Standards Covered
		<p>compelling social studies' question.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results with an audience.</p>
4	Taking Action	<p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results with an audience.</p> <p><b>4.R.1.C.b</b> text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p><b>4.W.2.A.b</b> establish a position and provide reasons for the opinion/position supported by facts and details</p> <p><b>4.W.2.A.f</b> use transitions to connect opinion and reason</p>
5	Engage in Your Own Inquiry	<p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.B.b</b> Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p> <p><b>4.TS.7.C.a</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p> <p><b>4.TS.7.D.a</b> With assistance, conduct and present social studies' research to an audience using appropriate sources.</p> <p><b>4.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1A.a</b> Contributing to discussion after listening to others' ideas, according to classroom expectations.</p> <p><b>4.SL.1A.b</b> Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p> <p><b>4.SL.1A.c</b> Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.</p> <p><b>4.W.2.A.b</b> Establish a position and provide reasons for the opinion/position supported by facts and details.</p> <p><b>4.W.2.A.f</b> Use transitions to connect opinion and reason.</p> <p><b>4.W.2.C.e</b> Use specific, relevant, and accurate words that are suited to the topic, audience, and</p>

Week	Title	Standards Covered
		<p><b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results with an audience.</p>
<b>History</b>		
6	Life in the Americas	<p><b>4.H.3.A.a</b> Describe the migrations of Native Americans prior to 1800.</p> <p><b>4.EG.5.A.a</b> Construct and interpret historical and current maps.</p> <p><b>4.EG.5.B.a</b> Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.</p> <p><b>4.W.2.C.e</b> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.</p> <p><b>4.SL.1.A.b</b> Responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p> <p><b>4.SL.3.A.a</b> Contributing to discussion after listening to others' ideas, according to classroom expectations.</p>
7	The Age of Encounters	<p><b>4.H.3.A.b</b> Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.</p> <p><b>4.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800</p> <p><b>4.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).</p> <p><b>4.EG.5.A.a</b> Construct and interpret historical and current maps.</p> <p><b>4.EG.5.B.a</b> Name and locate specific regions,</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>

Week	Title	Standards Covered
		states, capitals, river systems and mountain ranges in the United States based on historical or current topics."
8	The Colonies and Their Founding	<p><b>4.H.3.A.c</b> Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
9	Conflicts and Compromise in North America	<p><b>4.GS.2.B.a</b> Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
10	The Acts of Parliament	<p><b>4.GS.2.C.a</b> Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
11	The Actions of the Colonies	<p><b>4.H.3.D.a</b> Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events,</p>



Week	Title	Standards Covered
		<p><b>4.H.3.D.b</b> Explain the factors that contributed to the colonists' success."</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
12	Guided Inquiry: The Road to Revolution	<p><b>4.GS.2.C.a</b> Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p> <p><b>4.H.3.D.a</b> Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.</p> <p><b>4.H.3.D.b</b> Explain the factors that contributed to the colonists' success.</p> <p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.B.b</b> Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p> <p><b>4.TS.7.C.a</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p> <p><b>4.TS.7.D.a</b> With assistance, conduct and present social studies' research to an audience using appropriate sources.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1A.a</b> Contributing to discussion after listening to others' ideas, according to classroom expectations.</p> <p><b>4.SL.1A.b</b> Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p> <p><b>4.SL.1A.c</b> Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.</p> <p><b>4.W.2.A.b</b> Establish a position and provide reasons for the opinion/position supported by facts and details.</p> <p><b>4.W.2.A.f</b> Use transitions to connect opinion and reason.</p> <p><b>4.W.2.C.e</b> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.</p>



Week	Title	Standards Covered
		<p><b>4.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results with an audience.</p>
13	Founders and the Process	<p><b>4.GS.2.A.a</b> Explain how the purpose and roles of government were debated c. early settlements to 1800.</p> <p><b>4.H.3.C.a</b> Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
14	America on the Move	<p><b>4.H.3.F.a</b> Investigate the causes and consequences of westward expansion prior to 1800.</p> <p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1A.a</b> Contributing to discussion after listening to others' ideas, according to classroom expectations.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
<b>Civics and Government</b>		
15	Foundations of Government	<p><b>4.PC.1.A.a</b> With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it</p> <p><b>4.R.1.A.b</b> Draw conclusions by providing textual evidence of what the text says explicitly.</p>

Week	Title	Standards Covered
	and Law	<p>contains including inalienable rights, government by the consent of the governed and the redress of grievances.</p> <p><b>4.PC.1.B.a</b> Explain the major purpose of the Constitution.</p> <p><b>4.PC.1.B.b</b> With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.</p> <p><b>4.PC.1.C.a</b> Explain the major purpose of the Bill of Rights.</p> <p><b>4.PC.1.C.b</b> Identify important principles in the Bill of Rights.</p> <p><b>4.H.3.E.a</b> Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p><b>4.H.3.E.b</b> Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.</p>
16	Structure and Functions of Government	<p><b>4.GS.2.D.a</b> Identify and explain the functions of the three branches of government in the federal government.</p> <p><b>4.R.1.B.f</b> Use conversational, general academic, and domain-specific words and phrases.</p> <p><b>4.R.3.A.c</b> Interpret and explain factual information presented graphically.</p> <p><b>4.W.2.B.d</b> Contain information using student's original language except when using direct quotations from a source.</p>
17	Symbols and Landmarks	<p><b>4.PC.1.F.a</b> Recognize and explain the significance of national symbols associated with historical events and time periods being studied.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.W.2.B.c</b> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.</p> <p><b>4.L.1.B.a</b> Write legibly.</p>
18	Citizens	<p><b>4.PC.1.D.a</b> Examine ways by which citizens</p> <p><b>4.R.1.A.c</b> Monitor comprehension and make</p>

Week	Title	Standards Covered
		<p>have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>4.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in American history prior to c.1800.</p> <p>corrections and adjustments when understanding breaks down.</p> <p><b>4.R.1.C.b</b> Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).</p> <p><b>4.W.1.A.c</b> Access prior knowledge or build background knowledge related to the topic.</p>
19	Responsibilities of Citizens	<p><b>4.PC.1.D.a</b> Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>4.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in American history prior to c.1800.</p> <p><b>4.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).</p> <p><b>4.R.1.D.a</b> Read text that is developmentally appropriate.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.W.2.B.c</b> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.</p>
20	Conflict and Cooperation	<p><b>4.GS.2.B.a</b> Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.</p> <p><b>4.RI.6.B.a</b> Apply constructive processes or methods for resolving conflicts.</p> <p><b>4.R.3A</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.R.2A</b> Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p> <p><b>4.R.1A</b> Draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</p>
21	Solving Problems	<p><b>4.RI.6.B.a</b> Apply constructive processes or methods for resolving conflicts.</p> <p><b>4.SL.4.A.b</b> Use efficient presentation skills with available resources.</p> <p><b>4.SL.4.A.e</b> Speak with expression and fluency.</p> <p><b>4.SL.4.A.f</b> Adjust formal/informal language</p>

Week	Title	Standards Covered	
			according to context and topic.
<b>Economics</b>			
22	Economic Principles	<p><b>4.E.4.A.b</b> Explain the relationship between profit and loss in economic decisions.</p> <p><b>4.E.4.A.c</b> Distinguish among natural, capital and human resources.</p> <p><b>4.E.4.D.a</b> Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).</p>	<p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p> <p><b>4.SL.3.A.a</b> Contribute to discussion after listening to others' ideas, according to classroom expectations.</p> <p><b>4.SL.4.A.f</b> Adjust formal/informal language according to context and topic.</p>
23	Personal Finance	<p><b>4.E.4.A.a</b> Compare and contrast saving and financial investment.</p> <p><b>4.E.4.C.a</b> Explain how the government utilizes taxes to provide goods and services.</p>	<p><b>4.R.1.A.a</b> Draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>4.R.1.A.b</b> Draw conclusions by providing textual evidence of what the text says explicitly.</p> <p><b>4.R.1.A.c</b> Monitor comprehension and make corrections and adjustments when understanding breaks down.</p>
24	Guided Inquiry: Public Cost-Benefit Analysis	<p><b>4.E.4.B.a</b> Conduct a public cost-benefit analysis.</p> <p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.B.b</b> Create products such as maps, graphs, timelines, charts, models, diagrams,</p>	<p><b>4.R.1.B.f</b> Use conversational, general academic, and domain-specific words and phrases.</p> <p><b>4.W.3.A.c</b> Identify a variety of relevant sources, literary and informational.</p> <p><b>4.W.3.A.f</b> Determine the accuracy of the information gathered.</p>

Week	Title	Standards Covered
		<p>etc. to communicate information and understanding.</p> <p><b>4.TS.7.C.a</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p> <p><b>4.TS.7.D.a</b> With assistance, conduct and present social studies' research to an audience using appropriate sources.</p> <p><b>4.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results with an audience.</p>
<b>Geography</b>		
25	Location	<p><b>4.EG.5.A.a</b> Construct and interpret historical and current maps.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
26	Movement	<p><b>4.EG.5.D.a</b> Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and present.</p> <p><b>4.EG.5.E.a</b> Analyze how changes in communication and transportation technologies affect people's lives.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a</p>

Week	Title	Standards Covered
		<p>procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
27	Regions of the United States	<p><b>4.EG.5.C.a</b> Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.</p> <p><b>4.EG.5.F.a</b> Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. (e.g., history, economy, governance, society, and today's culture).</p> <p><b>4.EG.5.G.a</b> Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed. (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
28	Human Characteristics	<p><b>4.EG.5.C.b</b> Identify and compare diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.</p> <p><b>4.EG.5.D.a</b> Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and present.</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.R.3.A.b</b> Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>
<b>Culture</b>		
29	Culture	<p><b>4.EG.5.C.b</b> Identify and compare diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.</p> <p><b>4.SL.2.A.a</b> Generate and follow active listening rules, according to classroom expectations.</p> <p><b>4.SL.3.A.a</b> Contribute to discussion after listening to others' ideas, according to</p>

Week	Title	Standards Covered
		<p>classroom expectations.</p> <p><b>4.SL.4.A.c</b> Incorporate descriptive and sequential details in a student-designed or teacher-assigned topic.</p>
30	Songs and American Culture Before 1800	<p><b>4.RI.6.A.a</b> Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, &amp; traditions).</p> <p><b>4.RI.6.C.a</b> Research stories and songs that reflect the cultural history of the early United States prior to 1800.</p> <p><b>4.RI.6.D.a</b> Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p><b>4.R.1.A.c</b> Monitor comprehension and make corrections and adjustments when understanding breaks down.</p> <p><b>4.R.1.C.b</b> Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p> <p><b>4.W.1.A.c</b> Access prior knowledge or build background knowledge related to the topic.</p>
31	Stories and American Culture Before 1800	<p><b>4.RI.6.A.a</b> Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, &amp; traditions).</p> <p><b>4.RI.6.C.a</b> Research stories and songs that reflect the cultural history of the early United States prior to 1800.</p> <p><b>4.RI.6.D.a</b> Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p><b>4.R.1.A.c</b> Monitor comprehension and make corrections and adjustments when understanding breaks down.</p> <p><b>4.R.1.C.b</b> Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).</p> <p><b>4.R.1.D.b</b> Produce evidence of reading.</p> <p><b>4.R.3.A.a</b> Use multiple text features to locate information and gain an overview of the contents of text.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p>



Week	Title	Standards Covered
		<b>4.W.1.A.c</b> Access prior knowledge or build background knowledge related to the topic.
32	Guided Inquiry: Cultural Changes	<p><b>4.RI.6.A.a</b> Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, &amp; traditions).</p> <p><b>4.TS.7.A.a</b> Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p> <p><b>4.TS.7.A.b</b> Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).</p> <p><b>4.TS.7.B.a</b> Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p> <p><b>4.TS.7.B.b</b> Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p> <p><b>4.TS.7.C.a</b> Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p> <p><b>4.TS.7.D.a</b> With assistance, conduct and present social studies' research to an audience using appropriate sources.</p> <p><b>4.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>4.TS.7.E.b</b> Apply a research process to a compelling social studies' question.</p> <p><b>4.TS.7.E.c</b> Identify and use appropriate resources for investigating a compelling social studies' question.</p> <p><b>4.TS.7.F.a</b> Research an appropriate social studies' question and share results</p> <p><b>4.R.1.B.f</b> Use conversational, general academic, and domain-specific words and phrases.</p> <p><b>4.SL.1.A.b</b> Pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others.</p> <p><b>4.W.1.A.c</b> Access prior knowledge or build background knowledge related to the topic.</p> <p><b>4.W.3.A.c</b> Identify a variety of relevant sources, literary and informational.</p> <p><b>4.W.3.A.f</b> Determine the accuracy of the information gathered.</p>



Week	Title	Standards Covered
	with an audience.	

Week		Title	Standards Covered
Inquiry			
Standards			ELA
1	Developing Questions and Planning Inquiries	<p><b>5.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>5.TS.7.E.b</b> Create and apply a research process to investigate a compelling social studies' question.</p> <p><b>5.TS.7.E.c</b> Evaluate and use appropriate resources for investigating a compelling social studies' question.</p>	<p><b>5.R.1.B.g</b> Use conversational, general academic, and domain-specific words and phrases.</p> <p><b>5.R.1.D.a</b> Read text that is developmentally appropriate.</p> <p><b>5.W.1.A.b</b> Formulate questions related to the topic.</p>
2	Historical Inquiry Sources	<p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies' topics.</p> <p><b>5.TS.7.C.b</b> Identify, research, and defend a point of view/position on a social studies' topic.</p>	<p><b>5.R.1.C.b</b> Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).</p> <p><b>5.R.1.B.b</b> using context to determine meaning of unfamiliar or multiple-meaning words</p> <p><b>5.R.1.C.a</b> text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>
3	Analyzing and Evaluating Evidence	<p><b>5.TS.7.E.a</b> Generate compelling research questions about a social studies' topic.</p> <p><b>5.TS.7.E.b</b> Create and apply a research process to investigate a compelling social studies' question.</p> <p><b>5.TS.7.E.c</b> Evaluate and use appropriate resources for investigating a compelling social studies' question.</p>	<p><b>5.W.1.A.b</b> Formulate questions related to the topic.</p> <p><b>5.W.1.B.b</b> Establish and support a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.</p>
4	Communicating Conclusions	<p><b>5.TS.7.F.a</b> Conduct and present research on a social studies' question to an audience, using appropriate sources.</p>	<p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.B.d</b> explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.</p> <p><b>5.W.1.A.b</b> Formulate questions related to the</p>

Week	Title	Standards Covered	
			topic.
5	Engaging in Your Own Inquiry	<p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies' topics.</p> <p><b>5.TS.7.C.b</b> Identify, research, and defend a point of view/position on a social studies' topic.</p> <p><b>5.TS.7.G.a</b> Research and defend a point of view/position on a social studies' question.</p>	<p><b>5.W.1.A.b</b> Formulate questions related to the topic.</p> <p><b>5.W.1.B.b</b> Establish and support a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.</p>
<b>A New Nation</b>			
6	A New Nation	<p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c.1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000.</p> <p><b>5.PC.1.B.a</b> Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.</p> <p><b>5.H.3.A.a</b> Outline the territorial expansion of the United States.</p> <p><b>5.EG.5.B.a</b> Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.</p>	<p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1C.b</b> text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p><b>5.R.1.D a</b> reading text that is developmentally appropriate</p>
7	War and Westward Expansion	<p><b>5.H.3.F.a</b> Investigate the causes and consequences of westward expansion from c. 1800 - 2000.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.</p>	<p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1C.b</b> text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p>

Week	Title	Standards Covered
		<p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.</p> <p><b>5.H.3.A.a</b> Outline the territorial expansion of the United States.</p> <p><b>5.R.1.D a</b> reading text that is developmentally appropriate</p>
<b>Civil War and Reconstruction</b>		
8	The Road to War	<p><b>5.H.3.G.a</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of significant individuals from 1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of significant individuals from 1800 - 2000.</p> <p><b>5.PC.1.F.a</b> Recognize and explain the significance of national symbols associated with historical events and time periods being studied.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.</p> <p><b>5.GS.2.A.a</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.C.a</b> text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <p><b>5.R.1.D a</b> reading text that is developmentally appropriate</p>
9	The House Divided By War	<p><b>5.H.3.G.a</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of significant individuals from 1800 - 2000.</p> <p><b>5.GS.2.C.a</b> Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.SL.1.A.d</b> listening for speaker's message and summarizing main points based on evidence</p>

Week	Title	Standards Covered
10	Of Souls and Soldiers	<p><b>5.H.3.G.a</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of significant individuals from 1800 - 2000.</p> <p><b>5.RI.6.C.a</b> Research stories and songs that reflect the cultural history of the United States c. 1800-2000.</p> <p><b>5.R.1A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1A.c</b> monitoring comprehension and making corrections and adjustments when understanding breaks</p> <p><b>5.R.1C.a</b> text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <p><b>5.R.1C.b</b> text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p><b>5.W.1B.a</b> choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre</p> <p><b>5.W.1B.b</b> establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p>
11	Building the Peace	<p><b>5.H.3.G.a</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of significant individuals from 1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of significant individuals from 1800 - 2000.</p> <p><b>5.PC.1.A.a</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p> <p><b>5.PC.1.C.a</b> Apply the principles of the Bill of Rights to historical time periods being studied</p> <p><b>5.TS.7.A.b</b> Evaluate and use artifacts to share information on social studies' topics.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.C.a</b> text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <p><b>5.R.3.A.c</b> interpret factual or quantitative information</p>

Week	Title	Standards Covered
		and to current events.  <b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.
<b>Striving to Be United</b>		
12	Business in the Gilded Age	<p><b>5.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reforms in U.S. history from c. 1800 - 2000.</p> <p><b>5.GS.2.A.a</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p> <p><b>5.E.4.A.a</b> Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p> <p><b>5.E.4.D.a</b> Explain factors, past and present, that influence changes in our nation's economy.</p> <p><b>5.EG.5.E.a</b> Evaluate how changes in communication and transportation technologies affect people's lives.</p> <p><b>5.R.1.B.b</b> Use context to determine meaning of unfamiliar or multiple-meaning words.</p> <p><b>5.R.1.D.a</b> Read text that is developmentally appropriate.</p> <p><b>5.R.1.D.b</b> Produce evidence of reading.</p> <p><b>5.W.1.B.b</b> Establish and support a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.</p>
13	Immigration to America	<p><b>5.E.4.D.b</b> Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800 - 2000.</p> <p><b>5.H.3.A.b</b> Describe the impact of migration on immigrants and the United States c. 1800 - 2000.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and</p> <p><b>5.R.1.A.b</b> draw conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>5.R.1.C.b</b> text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <p><b>5.W.2.B.c</b> use an organizational format that suits the topic</p>

Week	Title	Standards Covered
		<p>conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.EG.5.G.b</b> Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.</p> <p><b>5.RI.6.A.b</b> Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.</p>
14	Discrimination in the Gilded Age	<p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.</p> <p><b>5.PC.1.A.a</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p> <p><b>5.PC.1.C.a</b> Apply the principles of the Bill of Rights to historical time periods being studied and to current events.</p> <p><b>5.PC.1.D.a</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.R.3.A.c</b> interpret factual or quantitative information</p>
15	Spanish-American War	<p><b>5.PC.1.D.a</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>5.R.1A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>



Week	Title	Standards Covered
		<p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800-2000.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.</p> <p><b>5.EG.5.A.a</b> Use geographic sources to acquire information, answer questions and solve problems.</p> <p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.</p> <p><b>5.TS.7.C.a</b> Explain how facts and opinions affect point of view and/or bias in social studies' topics.</p> <p><b>5.H.3.F.a</b> Investigate the causes and consequences of westward expansion, including the Texas and Mexican war, Oregon Territory, California Gold Rush.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.</p> <p><b>5.R.1A.a</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3C.b</b> explain the difference between a stated and implied purpose for an expository text</p> <p><b>5.R.3C.c</b> analyze how the pattern of organization of a text influences the relationships</p> <p><b>5.R.3C.d</b> analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p> <p><b>5.R.3C.e</b> integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>5.SL.3A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>
16	Poverty and Progressivism	<p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.TS.7.G.a</b> Research and defend a point of view/position on a social studies' question.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.B.b</b> analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><b>5.SL.3.A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>
<b>World War I and the 1920s</b>		



Week	Title	Standards Covered
17	Causes and Consequences of World War I	<p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of significant individuals in the United States history from c. 1800 - 2000.</p> <p><b>5.GS.2.B.a</b> Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 - 2000.</p> <p><b>5.H.3.I.a</b> Identify political, economic, and social consequences of World War I and WWII on the U.S.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.EG.5.A.a</b> Use geographic sources to acquire information, answer questions and solve problems.</p> <p><b>5.TS.7.B.a</b> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.</p> <p><b>5.TS.7.B.b</b> Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies' topics.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.SL.1.A.d</b> listening for speaker's message and summarizing main points based on evidence</p>
18	The Roaring '20s	<p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of significant individuals from 1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of significant individuals from 1800 - 2000.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.A.a</b> Read, infer, and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</p>

Week	Title	Standards Covered
19	The Harlem Renaissance and African American Culture	<p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.</p> <p><b>5.RI.6.C.a</b> Research stories and songs that reflect the cultural history of the United States c. 1800 - 2000.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.A.a</b> Read, infer, and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><b>5.R.1.A.c</b> monitoring comprehension and making corrections and adjustments when understanding breaks down</p>
20	Stock Market Crash and Great Depression	<p><b>5.H.3.H.a</b> Identify political, economic, and social causes and consequences of the Great Depression.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.</p> <p><b>5.EG.5.G.a</b> Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.B.a</b> evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p>
21	Expansion of Role of Federal Government	<p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.</p> <p><b>5.GS.2.A.a</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p> <p><b>5.GS.2.C.a</b> Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.R.3C.e</b> integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>5.SL.3A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>

Week	Title	Standards Covered
		<p><b>5.H.3.H.a</b> Identify political, economic, and social causes and consequences of the Great Depression.</p> <p><b>5.E.4.A.a</b> Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p> <p><b>5.EG.5.D.a</b> Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p>
<b>World War II</b>		
22	Europe, Asia, and America Before World War II	<p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.H.3.I.a</b> Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.D.a</b> reading text that is developmentally appropriate</p>
23	Pearl Harbor, U.S. Enters World War II	<p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.H.3.I.a</b> Identify political, economic, and social consequences of World War I and WWII on the U.S.</p> <p><b>5.EG.5.E.a</b> Evaluate how changes in communication and transportation technologies affect people's lives.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.R.3.A.b</b> interpret details from procedural text to complete a task, solve a problem, or perform an action</p> <p><b>5.SL.4.A.b</b> planning an appropriate presentation based on audience</p>
24	Government-Sponsored Discrimination	<p><b>5.PD.1.A.a</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>

Week	Title	Standards Covered	
		<p><b>5.H.3.I.a</b> Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p><b>5.EG.5.A.b</b> Construct maps for relevant social studies topics</p>	<p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.RF.4.A</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p>
25	The Homefront	<p><b>5.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000.</p> <p><b>5.H.3.I.a</b> Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p><b>5.E.4.A.a</b> Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p>	<p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.C.a</b> text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.SL.4.A.a</b> using efficient presentation skills with available resources using a variety of media</p> <p><b>5.SL.4.A.b</b> planning an appropriate presentation based on audience</p>
<b>The United States Strives for Equity and Prosperity</b>			
26	The World After World War II	<p><b>5.H.3.I.a</b> Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p><b>5.H.3.I.b</b> Identify the political, economic and social consequences of the Cold War on the United States.</p>	<p><b>5.SL.3.A.b</b> Provide and evaluate evidence to support opinion</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.A.a</b> Read, infer, and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</p>
27	50's and 60's Post-War Culture	<b>5.GS.2.D.a</b> Distinguish between powers and functions of local, state and national government in the past and present.	<b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Week	Title	Standards Covered
		<p><b>5.H.3.I.b</b> Identify the political, economic and social consequences of the Cold War on the United States.</p> <p><b>5.EG.5.E.a</b> Evaluate how changes in communication and transportation technologies affect people's lives.</p> <p><b>5.RI.6.A.a</b> Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.</p> <p><b>5.R.3.A.a</b> Read, infer, and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><b>5.TS.7.A.b</b> Evaluate and use artifacts to share information on social studies' topics.</p>
28	Social Movements	<p><b>5.PC.1.A.a</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p> <p><b>5.PC.1.C.a</b> Apply the principles of the Bill of Rights to historical time periods being studied and to current events.</p> <p><b>5.PC.1.D.a</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 - 2000.</p> <p><b>5.GS.2.A.a</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p> <p><b>5.H.3.B.a</b> Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.RI.6.B.a</b> Evaluate constructive processes or</p> <p><b>5.R.1.D.a</b> Read text that is developmentally appropriate.</p> <p><b>5.R.1.D.b</b> Produce evidence of reading.</p> <p><b>5.R.3.A.b</b> Interpret details from procedural text to complete a task, solve a problem, or perform an action.</p>

Week	Title	Standards Covered
		<p>methods for resolving conflicts.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p>
29	The Civil Rights Movement	<p><b>5.PC.1.A.a</b> Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.</p> <p><b>5.PC.1.C.a</b> Apply the principles of the Bill of Rights to historical time periods being studied and to current events.</p> <p><b>5.PC.1.D.a</b> Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p> <p><b>5.PC.1.E.a</b> Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 - 2000.</p> <p><b>5.GS.2.A.a</b> Explain how the purpose and roles of government have been debated across historical time periods to current times.</p> <p><b>5.GS.2.B.a</b> Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 - 2000.</p> <p><b>5.H.3.C.a</b> Identify and describe the contributions of historically significant individuals to the United States from c. 1800 - 2000.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.RI.6.B.a</b> Evaluate constructive processes or methods for resolving conflicts.</p> <p><b>5.RI.6.E.a</b> Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800 - 2000.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.B.a</b> evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <p><b>5.R.3.B.b</b> analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><b>5.SL.3.A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>



Week	Title	Standards Covered
30	The Cold War	<p><b>5.H.3.I.a</b> Identify the political, economic, and social consequences of World War I and WWII on the U.S.</p> <p><b>5.H.3.I.b</b> Identify the political, economic, and social consequences of the Cold War on the U.S.</p> <p><b>5.RI.6.A.b</b> Describe the cultural impact of migration on the immigrants and the United States c. 1800 - 2000.</p> <p><b>5.RI.6.B.a</b> Evaluate constructive processes or methods for resolving conflicts.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.B.a</b> evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <p><b>5.R.3.B.b</b> analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><b>5.R.3.B.c</b> verify facts through established methods</p> <p><b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently</p> <p><b>5.SL.1.A.d</b> listening for speaker's message and summarizing main points based on evidence</p> <p><b>5.SL.3.A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>
31	The World During the 1980s	<p><b>5.EG.5.E.a</b> Evaluate how changes in communication and transportation technologies affect people's lives.</p> <p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.H.3.I.b</b> Identify the political, economic, and social consequences of the Cold War on the U.S.</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.3.B.a</b> evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <p><b>5.R.3.B.b</b> analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><b>5.R.3.B.c</b> verify facts through established methods</p>

Week	Title	Standards Covered
		<b>5.SL.1.A.a</b> following agreed upon rules for listening and fulfilling discussion rules independently
32	The Fall of the Soviet Union	<p><b>5.H.3.E.a</b> Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800 - 2000.</p> <p><b>5.H.3.I.b</b> Identify the political, economic, and social consequences of the Cold War on the U.S.</p> <p><b>5.R.1.A.a</b> drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.R.1.A.b</b> drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><b>5.SL.1.A.d</b> listening for speaker's message and summarizing main points based on evidence</p> <p><b>5.SL.3.A.a</b> summarizing points made by others before presenting own ideas, according to classroom expectations</p>