

Standards		Weekly Issues
<b>Kindergarten Standards</b>		
K.1	Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 8 Citizens Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 27 Culture Week 28 Holidays Around the World
K.1a	A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture
K.1b	Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture Week 28 Holidays Around the World
K.2	Children, families, and communities exhibit cultural similarities and differences.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 27 Culture
K.2a	Each person is unique but also shares common characteristics with other family, school, and community members.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together
K.2b	Unique family activities and traditions are important parts of an individual's culture and sense of self.	Week 11 National Symbols Week 28 Holidays Around the World
K.2c	Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 28 Holidays Around the World
K.3	Symbols and traditions help develop a shared culture and identity within the United States.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
K.3a	Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 27 Culture Week 28 Holidays Around the World

Standards		Weekly Issues
K.3b	The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.	Week 6 Important Documents Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays
K.4	Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
K.4a	Children have basic universal rights or protections as members of a family, school, community, nation, and the world.	Week 8 Citizens
K.4b	Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
K.5	Rules affect children and adults, and people make and change rules for many reasons.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
K.5a	Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
K.5b	People in authority make rules and laws that provide for the health and safety of all.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government
K.5c	Children and adults have opportunities to contribute to the development of rules and/or laws.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents
K.6	Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me

Standards		Weekly Issues
		Week 19 My Place on the Map
K.6a	A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
K.6b	Places and regions can be located on a map or globe, using geographic vocabulary.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
K.6c	Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
K.7	People and communities are affected by and adapt to their physical environment.	Week 16 Physical Characteristics of a Place Week 18 Human Characteristics of a Place
K.7a	Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.	Week 17 Weather
K.8	The past, present and future describe points in time and help us examine and understand events.	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
K.8a	Specific words and phrases related to chronology and time should be used when recounting events and experiences.	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
K.8b	People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	Week 27 Culture
K.9	People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	Week 29 Needs and Wants Week 30 Economics
K.9a	A need is something that a person must have for health and survival, while a want is something that a person would like to have.	Week 29 Needs and Wants Week 30 Economics

Standards		Weekly Issues
K.9b	Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.	Week 30 Economics Week 32 Spending and Saving
K.9c	Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.	



Standards		Weekly Issues
1st Grade Standards		
1.1	Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.	Week 25 Culture Week 26 Folktales and Legends
1.1a	Families are a basic unit of all societies, and different people define family differently.	Week 25 Culture
1.1b	People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.	Week 25 Culture
1.1c	Awareness of America's rich diversity fosters intercultural understanding.	Week 25 Culture
1.2	There are significant individuals, historical events, and symbols that are important to American cultural identity.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
1.2a	The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.	Week 6 Founders Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays
1.2b	The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.	Week 11 Patriotism Week 13 National Patriotic Holidays
1.3	A citizen is a member of a community or group. Students are citizens of their local and global communities.	Week 1 Community Week 4 Government Week 8 Citizens
1.3a	An engaged and active citizen participates in the activities of the group or community and makes positive contributions.	Week 1 Community Week 8 Citizens
1.3b	Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.	Week 4 Government Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
1.3c	As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to	Week 1 Community Week 8 Citizens

Standards		Weekly Issues
	protect and respect our world.	
1.4	People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 7 Important Documents
1.4a	Rules and laws are developed to protect people's rights and for the safety and welfare of the community.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 7 Important Documents
1.4b	Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services
1.4c	Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens
1.5	The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.5a	Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.5b	Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.5c	Symbols are used to represent physical features and man-made structures on maps and globes.	Week 14 Map Skills Week 15 Location Week 19 Geography of Our Community
1.6	People and communities depend on and modify their physical environment in order to meet basic needs.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community

Standards		Weekly Issues
1.6a	People and communities depend on the physical environment for natural resources.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.6b	Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.6c	People interact with their physical environment in ways that may have a positive or a negative effect.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.7	Families have a past and change over time. There are different types of documents that relate family histories.	Week 21 Change Over Time Week 23 Life Long Ago and Today
1.7a	Personal and family history is a source of information for individuals about the people and places around them.	Week 21 Change Over Time Week 23 Life Long Ago and Today
1.7b	Families change over time, and family growth and change can be documented and recorded.	Week 21 Change Over Time
1.7c	Families of long ago have similarities and differences with families today.	Week 21 Change Over Time Week 23 Life Long Ago and Today
1.7d	Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.	Week 20 Calendars Week 21 Change Over Time
1.8	Historical sources reveal information about how life in the past differs from the present.	Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
1.8a	Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.	Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
1.8b	Oral histories, biographies, and family time lines relate family histories.	Week 22 History Week 23 Life Long Ago and Today
1.9	People have many economic wants and needs, but limited resources with which to obtain them.	Week 27 Needs and Wants
1.9a	Scarcity means that people's wants exceed their limited resources.	Week 29 Economic Choices
1.9b	Families and communities must make choices due to unlimited needs and wants, and scarce	Week 29 Economic Choices

Standards		Weekly Issues
	resources; these choices involve costs.	
1.9c	People use tools, technologies, and other resources to meet their needs and wants.	Week 27 Needs and Wants
1.10	People make economic choices as producers and consumers of goods and services.	Week 28 Economics Week 30 Jobs Week 32 Spending and Saving
1.10a	Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy
1.10b	A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.	Week 28 Economics Week 30 Jobs
1.10c	People and families work to earn money to purchase goods and services that they need or want.	Week 27 Needs and Wants Week 29 Economic Choices Week 30 Jobs Week 32 Spending and Saving
1.10d	People make decisions about how to spend and save the money that they earn.	Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 32 Spending and Saving

## Standards

## Weekly Issues

### 2nd Grade Standards

2.1	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World
2.1a	An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.	Week 20 Human Characteristics of Places
2.1b	Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.	Week 20 Human Characteristics of Places
2.1c	Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.	Week 20 Human Characteristics of Places
2.1d	Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 23 Culture
2.2	People share similarities and differences with others in their own community and with other communities.	Week 11 Citizenship Week 23 Culture
2.2a	People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.	Week 16 Patriotic Holidays Week 23 Culture
2.2b	A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.	Week 11 Citizenship Week 23 Culture Week 31 Solving Problems in Your Community
2.3	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.	Week 5 Principles of Democracy Week 6 Important Documents Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 11 Citizenship Week 12 Patriotism

Standards		Weekly Issues
		Week 13 Patriotic Symbols Week 14 Founders Week 16 Patriotic Holidays
2.3a	The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 10 Government Services Week 11 Citizenship Week 31 Solving Problems in Your Community
2.3b	Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
2.3c	The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.	Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
2.3d	Symbols of American democracy serve to unite community members.	Week 12 Patriotism Week 13 Patriotic Symbols Week 16 Patriotic Holidays
2.4	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 31 Solving Problems in Your Community
2.4a	Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 7 The Purpose of Government Week 31 Solving Problems in Your Community
2.4b	Communities have leaders who are responsible for making laws and enforcing laws.	Week 4 Rules and Laws Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 31 Solving Problems in Your Community
2.4c	Citizens provide service to their community in a variety of ways.	Week 3 I Belong to a Community Week 4 Rules and Laws



Standards		Weekly Issues
		Week 5 Principles of Democracy Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 11 Citizenship Week 31 Solving Problems in Your Community
2.5	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World
2.5a	Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.	Week 17 Map Skills Week 20 Human Characteristics of Places Week 24 Regions of the World
2.5b	The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.	Week 19 Physical Features of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity
2.5c	Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World Week 31 Solving Problems in Your Community
2.5d	The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 24 Regions of the World
2.6	Identifying continuities and changes over time can help understand historical developments.	Week 1 Sources Week 2 Timelines Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.6a	Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.	Week 2 Timelines Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.6b	Continuities and changes over time in communities can be examined by interpreting evidence such as	Week 2 Timelines Week 31 Solving Problems in Your Community

Standards		Weekly Issues
	maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.	Week 32 Historical Figures
2.7	Cause-and-effect relationships help us recount events and understand historical development.	Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.7a	Cause-and-effect relationships help us understand the changes in communities.	Week 15 Memorials and Monuments Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.8	Communities face different challenges in meeting their needs and wants.	Week 25 Needs, Wants, and Resources Week 31 Solving Problems in Your Community
2.8a	The availability of resources to meet basic needs varies across urban, suburban, and rural communities.	Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 29 Economic Principles
2.8b	People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.	Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 30 More Economic Principles
2.8c	Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.	Week 27 Economic Choices Week 30 More Economic Principles
2.8d	Taxes are collected to provide communities with goods and services.	Week 10 Government Services
2.9	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.	Week 26 Economic Activity Week 27 Economic Choices Week 29 Economic Principles Week 31 Solving Problems in Your Community
2.9a	Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.	Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles
2.9b	Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.	Week 10 Government Services Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles
2.9c	At times, neighboring communities share resources and workers to support multiple communities.	Week 22 Movement Week 26 Economic Activity



Standards		Weekly Issues
		Week 29 Economic Principles



# New York Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
NY Grade 3 Standards		
<b>3.1</b>	Geographic regions have unifying Characteristics and can be studied using a variety of tools.	11: Thinking Like a Geographer 12: Map Skills
<b>3.1a</b>	Earth is comprised of water and large land masses that can be divided into distinct regions.	12: Map Skills
<b>3.1b</b>	Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.	11: Thinking Like a Geographer
<b>3.2</b>	The location of world communities can be described by using geographic tools and vocabulary.	11: Thinking Like a Geographer
<b>3.2a</b>	World communities can be located on globes and maps.	11: Thinking Like a Geographer
<b>3.2b</b>	World communities can be located in relation to each other and to principle parallels and meridians.	12: Map Skills
<b>3.3</b>	Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.	14: Human Processes 15: Movement
<b>3.3a</b>	Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.	13: Physical and Human Characteristics 15: Movement
<b>3.3b</b>	People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.	14: Human Processes
<b>3.4</b>	Each community or culture has a unique history, including heroic figures, traditions, and holidays.	17: People Who Influence Communities
<b>3.4a</b>	People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.	17: People Who Influence Communities 18: eyewitness to Change Over Time



# New York Social Studies STANDARDS CORRELATION

# 3

Standards		Weekly Issues
<b>3.4b</b>	Arts, music, dance, and literature develop through a community's history.	16: Culture
<b>3.5</b>	Communities share cultural similarities and differences across the world.	6: I Am a Member of a Community
<b>3.5a</b>	The structure and activities of families and schools share similarities and differences across world communities.	6: I Am a Member of a Community
<b>3.5b</b>	Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.	6: I Am a Member of a Community 16: Culture 19: Global Traditions and Holidays 21: Cultural Comparison
<b>3.6</b>	Communities around the world interact with other people and communities and exchange cultural ideas and practices.	20: Cultural Diffusion
<b>3.6a</b>	Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.	20: Cultural Diffusion
<b>3.7</b>	Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.	7: The Purpose of Government 8: Government 9: World Governments
<b>3.7a</b>	The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.	8: Government 9: World Governments
<b>3.7b</b>	The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.	8: Government 9: World Governments
<b>3.7c</b>	Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.	7: The Purpose of Government 8: Government 9: World Governments

Standards		Weekly Issues
<b>3.7d</b>	The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.	8: Government 9: World Governments 10: We the People
<b>3.8</b>	The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.	25: Problem Solving 26: Communities Over Time
<b>3.8a</b>	Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.	25: Problem Solving
<b>3.8b</b>	Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.	23: People Who Influence Communities 26: Communities Over Time
<b>3.8c</b>	When faced with prejudice and discrimination, people can take steps to support social action and change.	25: Problem Solving 26: Communities Over Time
<b>3.9</b>	Communities meet their needs and wants in a variety of ways, forming the basis for their economy.	27: Producers and Consumers 28: Using Resources
<b>3.9a</b>	World communities use human and natural resources in different ways.	27: Producers and Consumers 28: Using Resources 29: Community Interdependence
<b>3.9b</b>	People in communities have various ways of meeting their basic needs and earning a living.	27: Producers and Consumers 28: Using Resources
<b>3.10</b>	Each community develops an economic system that addresses three questions; what will be produced, how will it be produced, and who will get what is produced?	27: Producers and Consumers 28: Using Resources
<b>3.10a</b>	Communities around the world produce goods and provide services.	27: Producers and Consumers 28: Using Resources
<b>3.10b</b>	World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.	29: Community Interdependence 30: Transportation Over Time



# New York Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
NY 4th Grade Standards		
<b>4.1</b>	New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.	6: Geographic Skills 7: Location 8: Physical Characteristics 10: Guided Inquiry: Physical and Human Characteristics of My State
<b>4.1a</b>	Physical and thematic maps can be used to explore New York State's diverse geography.	6: Geographic Skills 7: Location 8: Physical Characteristics 10: Guided Inquiry: Physical and Human Characteristics of My State
<b>4.1b</b>	New York State can be represented using a political map that shows cities, capitals, and boundaries.	6: Geographic Skills 7: Location 8: Physical Characteristics 10: Guided Inquiry: Physical and Human Characteristics of My State
<b>4.2</b>	Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.	15: Native American Tribes of New York 16: Native American Government and Culture
<b>4.2a</b>	Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.	15: Native American Tribes of New York 16: Native American Government and Culture
<b>4.2b</b>	Native American groups developed specific patterns of organization and governance to manage their societies.	15: Native American Tribes of New York 16: Native American Government and Culture
<b>4.2c</b>	Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.	15: Native American Tribes of New York 16: Native American Government and Culture
<b>4.3</b>	European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.	17: European Exploration of New York 18: Colonial New York 19: Clash of the Empires 20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard 'Round the World 23: New York During the American



# New York Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
		Revolution
<b>4.3a</b>	Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.	17: European Exploration of New York
<b>4.3b</b>	Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.	18: Colonial New York
<b>4.3c</b>	In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.	19: Clash of the Empires
<b>4.3d</b>	In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.	20: The Acts of Parliament 21: The Actions of the Colonies 22: The Shot Heard 'Round the World 23: New York During the American Revolution
<b>4.4</b>	There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.	11: Foundations of Government 12: Structure and Functions of Government 13: Tribal, State, and Local Government 24: The Founders and the Process
<b>4.4a</b>	After the Revolution, the United States of America established a federal government; colonies established state governments.	11: Foundations of Government 12: Structure and Functions of Government 13: Tribal, State, and Local Government 24: The Founders and the Process
<b>4.4b</b>	The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.	13: Tribal, State, and Local Government
<b>4.4c</b>	Government in New York State is organized into counties, cities, towns, and villages.	13: Tribal, State, and Local Government



# New York Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
<b>4.4d</b>	New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.	13: Tribal, State, and Local Government
<b>4.4e</b>	Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.	14: Rights and Responsibilities of Citizens
<b>4.5</b>	Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.	26: The Abolitionist Movement 27: New York and the Women's Suffrage Movement 28: The Civil War
<b>4.5a</b>	There were slaves in New York State. People worked to fight against slavery and for change.	26: The Abolitionist Movement
<b>4.5b</b>	Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.	27: New York and the Women's Suffrage Movement
<b>4.5c</b>	The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.	28: The Civil War
<b>4.6</b>	New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.	25: New York Becomes a State 29: Industrialization and Growth 32: Economy of New York
<b>4.6a</b>	After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.	25: New York Becomes a State
<b>4.6b</b>	In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.	25: New York Becomes a State
<b>4.6c</b>	Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and	25: New York Becomes a State





# New York Social Studies STANDARDS CORRELATION

# 4

Standards		Weekly Issues
	communication technology had an effect on communities, the State, and the world.	
<b>4.6d</b>	Farming, mining, lumbering, and finance are important economic activities associated with New York State.	25: New York Becomes a State
<b>4.6e</b>	Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.	29: Industrialization and Growth
<b>4.6f</b>	Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.	29: Industrialization and Growth
<b>4.6g</b>	As manufacturing moved out of New York State, service industries and high-technology industries have grown.	32: Economy of New York
<b>4.7</b>	Many people have immigrated and migrated to New York State contributing to its cultural growth and development.	30: Immigration and Migration to New York 31: New York at the Turn of the Century
<b>4.7a</b>	Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.	30: Immigration and Migration to New York
<b>4.7b</b>	Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.	31: New York at the Turn of the Century





# New York Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
NY 5th Grade Standards		
<b>5.1</b>	The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.	12: Early Humans 13: Agriculture Revolution 14: Guided Inquiry: Early Tribes of the Americas
<b>5.1a</b>	Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.	12: Early Humans 13: Agriculture Revolution 14: Guided Inquiry: Early Tribes of the Americas
<b>5.1b</b>	Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.	12: Early Humans 13: Agriculture Revolution 14: Guided Inquiry: Early Tribes of the Americas
<b>5.1c</b>	Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.	14: Guided Inquiry: Early Tribes of the Americas
<b>5.2</b>	Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.	15: The Characteristics of Civilization 16: The Maya Civilization 17: Achievements of the Maya 18: The Aztec Empire 19: Culture of the Aztec Empire 20: The Inca Empire Begins 21: Living in the Inca Empire 22: Guided Inquiry: Early Tribes of the Americas
<b>5.2a</b>	Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.	15: The Characteristics of Civilization 16: The Maya Civilization 17: Achievements of the Maya 18: The Aztec Empire 19: Culture of the Aztec Empire 20: The Inca Empire Begins 21: Living in the Inca Empire 22: Guided Inquiry: Early Tribes of the Americas
<b>5.2b</b>	Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.	16: The Maya Civilization 17: Achievements of the Maya



# New York Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
		18: The Aztec Empire 19: Culture of the Aztec Empire 20: The Inca Empire Begins 21: Living in the Inca Empire 22: Guided Inquiry: Early Tribes of the Americas
<b>5.2c</b>	Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.	16: The Maya Civilization 17: Achievements of the Maya 18: The Aztec Empire 19: Culture of the Aztec Empire 20: The Inca Empire Begins 21: Living in the Inca Empire 22: Guided Inquiry: Early Tribes of the Americas
<b>5.3</b>	Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.	23: Europe Before Westward Expansion 24: Dividing a Hemisphere 25: Consequences of Contact
<b>5.3a</b>	Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.	23: Europe Before Westward Expansion 24: Dividing a Hemisphere 25: Consequences of Contact
<b>5.3b</b>	Europeans encountered and interacted with Native Americans in a variety of ways.	23: Europe Before Westward Expansion 24: Dividing a Hemisphere 25: Consequences of Contact
<b>5.3c</b>	The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.	25: Consequences of Contact
<b>5.3d</b>	Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.	25: Consequences of Contact
<b>5.4</b>	The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.	6: Regions of North America, Mesoamerica, and the Caribbean 7: Regions of South America 11: Guided Inquiry: Current Issues in the Western Hemisphere



# New York Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
<b>5.4a</b>	Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	6: Regions of North America, Mesoamerica, and the Caribbean 7: Regions of South America 11: Guided Inquiry: Current Issues in the Western Hemisphere
<b>5.4b</b>	The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:	6: Regions of North America, Mesoamerica, and the Caribbean 7: Regions of South America 11: Guided Inquiry: Current Issues in the Western Hemisphere
<b>5.4c</b>	The physical environment influences human population distribution, land use, and other forms of economic activity.	6: Regions of North America, Mesoamerica, and the Caribbean 7: Regions of South America 11: Guided Inquiry: Current Issues in the Western Hemisphere
<b>5.5</b>	The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.	8: Human-Environment Interaction in the Western Hemisphere 9: Cultural Diversity: Architecture, Arts, and Food 10: Cultural Diversity: Celebrations, Language and Religion 11: Guided Inquiry: Current Issues in the Western Hemisphere
<b>5.5a</b>	The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.	9: Cultural Diversity: Architecture, Arts, and Food 10: Cultural Diversity: Celebrations, Language and Religion
<b>5.5b</b>	Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.	8: Human-Environment Interaction in the Western Hemisphere 11: Guided Inquiry: Current Issues in the Western Hemisphere
<b>5.6</b>	The political systems of the Western Hemisphere vary in structure and organization across time and place.	26: Political Systems of the Western Hemisphere 27: Founding Documents of the Western Hemisphere 28: Organizations of the Western Hemisphere 29: Guided Inquiry: Equality, Civil Rights,



# New York Social Studies STANDARDS CORRELATION

# 5

Standards		Weekly Issues
		Sovereignty
<b>5.6a</b>	Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.	26: Political Systems of the Western Hemisphere 29: Guided Inquiry: Equality, Civil Rights, Sovereignty
<b>5.6b</b>	Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.	27: Founding Documents of the Western Hemisphere 29: Guided Inquiry: Equality, Civil Rights, Sovereignty
<b>5.6c</b>	Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.	29: Guided Inquiry: Equality, Civil Rights, Sovereignty
<b>5.6d</b>	Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.	28: Organizations of the Western Hemisphere 29: Guided Inquiry: Equality, Civil Rights, Sovereignty
<b>5.7</b>	The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.	30: Economic Systems of the Western Hemisphere 31: Western Hemisphere Economic Activities 32: Guided Inquiry: Interdependence in the Western Hemisphere
<b>5.7a</b>	Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?	30: Economic Systems of the Western Hemisphere
<b>5.7b</b>	Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.	31: Western Hemisphere Economic Activities
<b>5.7c</b>	Countries trade with other countries to meet economic needs and wants. They are interdependent.	32: Guided Inquiry: Interdependence in the Western Hemisphere

Standards		Weekly Issues
<b>Social Studies Standards</b>		
<b>Present-day Eastern Hemisphere Geography</b>		
<b>6.1</b>	The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.	6: Regions of South, East, and Southeast Asia 7: Regions of the Middle East and Sub-Saharan Africa 8: Regions of Europe 9: Regions of Oceania 10: Human-Environment Interaction in the Eastern Hemisphere 11: Cultural Diversity: Architecture, Art, and Food 12: Cultural Diversity: Celebrations, Language, and Religion 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 33: Case Study: Current Regional Issues of the Eastern Hemisphere
<b>6.1a</b>	Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.	6: Regions of South, East, and Southeast Asia 7: Regions of the Middle East and Sub-Saharan Africa 8: Regions of Europe 9: Regions of Oceania 10: Human-Environment Interaction in the Eastern Hemisphere 11: Cultural Diversity: Architecture, Art, and Food 12: Cultural Diversity: Celebrations, Language, and Religion

Standards		Weekly Issues
		13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 33: Case Study: Current Regional Issues of the Eastern Hemisphere
<b>6.1b</b>	<p>The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasasia, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul>	6: Regions of South, East, and Southeast Asia 7: Regions of the Middle East and Sub-Saharan Africa 8: Regions of Europe 9: Regions of Oceania 33: Case Study: Current Regional Issues of the Eastern Hemisphere
<b>6.1c</b>	<p>The physical environment influences human population distribution, land use, economic activities, and political connections.</p>	10: Human-Environment Interaction in the Eastern Hemisphere 11: Cultural Diversity: Architecture, Art, and Food 12: Cultural Diversity: Celebrations, Language, and Religion 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley



Standards		Weekly Issues
		17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 33: Case Study: Current Regional Issues of the Eastern Hemisphere
6.1d	Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.	13: Guided Inquiry: Current Issues in the Eastern Hemisphere
<b>The First Humans through the Neolithic Revolution in the Eastern Hemisphere</b>		
6.2	The first humans modified their physical environment as well as adapted to their environment.	14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
6.2a	Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.	14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
6.2b	Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.	14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the

Standards		Weekly Issues
		Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
<b>6.2c</b>	The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.	14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
<b>6.2d</b>	Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.	14: Early People of the Eastern Hemisphere 15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
<b>Early River Valley Civilizations in the Eastern Hemisphere</b>		
<b>6.3</b>	Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.	15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 34: Case Study: Early River Valley Civilizations 35: Case Study: Belief Systems in the Eastern Hemisphere



Standards		Weekly Issues
<b>6.3a</b>	Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.	15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 34: Case Study: Early River Valley Civilizations
<b>6.3b</b>	Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.	15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 34: Case Study: Early River Valley Civilizations
<b>6.3c</b>	Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.	15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>6.3d</b>	Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.	15: Early People of the Yellow River Valley 16: Early People of the Indus River Valley 17: Early People of Mesopotamia 18: Early People of the Nile River Valley 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt

Standards		Weekly Issues
		23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>Comparative World Religions</b>		
<b>6.4</b>	Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>6.4a</b>	Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>6.4b</b>	Belief systems and religions are based on a set of mutually held values.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire

Standards		Weekly Issues
		26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>6.4c</b>	Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 35: Case Study: Belief Systems in the Eastern Hemisphere
<b>Comparative Classical Civilizations in the Eastern Hemisphere</b>		
<b>6.5</b>	As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 36: Case Study: The Han Dynasty and the Roman Empire
<b>6.5a</b>	Geographic factors influence the development of classical civilizations and their political structures.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 36: Case Study: The Han Dynasty and the Roman Empire

Standards		Weekly Issues
<b>6.5b</b>	Political structures were developed to establish order, to create and enforce laws, and to enable decision making.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 36: Case Study: The Han Dynasty and the Roman Empire
<b>6.5c</b>	A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	20: Government and Culture of Ancient China 21: Government and Culture of Ancient India 22: Government and Culture of Ancient Egypt 23: Government and Culture of Ancient Greece 24: Government and Culture of the Roman Republic and Empire 36: Case Study: The Han Dynasty and the Roman Empire
<b>The Mediterranean World</b>		
<b>6.6</b>	The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.	24: Government and Culture of the Roman Republic and Empire 26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 27: The Byzantine Empire 28: Political and Economic Systems in Medieval Europe 29: Islamic Caliphates 30: Conflict, War, and Expansion 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>6.6a</b>	Over expansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.	24: Government and Culture of the Roman Republic and Empire 27: The Byzantine Empire 28: Political and Economic Systems in Medieval Europe

Standards		Weekly Issues
<b>6.6b</b>	The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.	27: The Byzantine Empire 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>6.6c</b>	Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.	26: Judaism, Christianity, and Islam: The Rise of Monotheistic Religions 29: Islamic Caliphates 30: Conflict, War, and Expansion 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>6.6d</b>	Competition and rivalry over religious, economic, and political control over the holy lands led to conflict such as the Crusades.	30: Conflict, War, and Expansion 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>Interactions Across the Eastern Hemisphere</b>		
<b>6.7</b>	Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.	31: Interactions Across the Eastern Hemisphere
<b>6.7a</b>	The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.	31: Interactions Across the Eastern Hemisphere
<b>6.7b</b>	The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.	31: Interactions Across the Eastern Hemisphere
<b>6.7c</b>	Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.	31: Interactions Across the Eastern Hemisphere
<b>Social Studies Practices</b>		
<b>A. Gathering, Interpreting, and Using Evidence</b>		
<b>A.1</b>	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry

Standards		Weekly Issues
		13: Guided Inquiry: Current Issues in the Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>A.2</b>	Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>A.3</b>	Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>A.4</b>	Describe the arguments of others.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry 13: Guided Inquiry: Current Issues in the

Standards		Weekly Issues
		Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>A.5</b>	Identify implicit ideas and draw inferences, with support.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>A.6</b>	Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 5: Engaging In Your Own Inquiry 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 19: Guided Inquiry: Early Settlement in the Eastern Hemisphere 25: Guided Inquiry: Comparing Classical Civilizations 32: Guided Inquiry: Trade and Transportation During the Medieval Period
<b>B. Chronological Reasoning</b>		
<b>B.1</b>	Identify ways that events are related chronologically to one another in time.	



Standards		Weekly Issues
<b>B.2</b>	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.	
<b>B.3</b>	Identify causes and effects from current events, grade-level content, and historical events.	13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>B.4</b>	Identify and classify the relationship between multiple causes and multiple effects.	13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>B.5</b>	Distinguish between long-term and immediate causes and effects of an event from current events or history.	13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>B.6</b>	Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	
<b>B.7</b>	Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.	
<b>B.8</b>	Identify the relationships of patterns of continuity and change to larger historical processes and themes.	
<b>B.9</b>	Understand that historians use periodization to categorize events. Describe general models of periodization in history.	
<b>C. Comparison and Contextualization</b>		
<b>C.1</b>	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.	
<b>C.2</b>	Categorize and evaluate divergent perspectives on an individual historical event.	
<b>C.3</b>	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	

Standards		Weekly Issues
<b>C.4</b>	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	
<b>C.5</b>	Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.	
<b>C.6</b>	Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.	
<b>D. Geographic Reasoning</b>		
<b>D.1</b>	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	6: Regions of South, East, and Southeast Asia 7: Regions of the Middle East and Sub-Saharan Africa 8: Regions of Europe 9: Regions of Oceania 10: Human-Environment Interaction in the Eastern Hemisphere 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>D.2</b>	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.	10: Human-Environment Interaction in the Eastern Hemisphere 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>D.3</b>	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.	10: Human-Environment Interaction in the Eastern Hemisphere 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>D.4</b>	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.	10: Human-Environment Interaction in the Eastern Hemisphere 11: Cultural Diversity: Architecture, Art, and Food 12: Cultural Diversity: Celebrations,

Standards		Weekly Issues
		Language, and Religion 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>D.5</b>	Describe how human activities alter places and regions in the Eastern Hemisphere.	10: Human-Environment Interaction in the Eastern Hemisphere 13: Guided Inquiry: Current Issues in the Eastern Hemisphere 14: Early People of the Eastern Hemisphere
<b>D.6</b>	Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.	6: Regions of South, East, and Southeast Asia 7: Regions of the Middle East and Sub-Saharan Africa 8: Regions of Europe
<b>E. Economics and Economic Systems</b>		
<b>E.1</b>	Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.	
<b>E.2</b>	Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	
<b>E.3</b>	Compare market economies to other economic systems in the Eastern Hemisphere.	
<b>E.4</b>	Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.	
<b>E.5</b>	Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.	
<b>E.6</b>	Describe government decisions that affect economies in case studies from the Eastern Hemisphere.	

Standards		Weekly Issues
<b>F. Civic Participation</b>		
<b>F.1</b>	Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.	
<b>F.2</b>	Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.	
<b>F.3</b>	Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.	
<b>F.4</b>	Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.	
<b>F.5</b>	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	
<b>F.6</b>	Identify situations with a global focus in which social actions are required and suggest solutions.	
<b>F.7</b>	Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.	
<b>F.8</b>	Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	
<b>F.9</b>	Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.	

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.</p> <p>K.2 Children, families, and communities exhibit cultural similarities and differences.</p> <p>K.2a Each person is unique but also shares common characteristics with other family, school, and community members.</p> <p>K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p> <p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>
2	Authority Figures	<p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.5b People in authority make rules and laws that provide for the health and safety of all.</p> <p>K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.</p>
3	What Are Rules?	K.4 Children and adults have rights and responsibilities at home, at school, in the

Week	Title	Standards Covered
		<p>classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.5b People in authority make rules and laws that provide for the health and safety of all.</p> <p>K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.</p>
4	What Are Laws?	<p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.5b People in authority make rules and laws that provide for the health and safety of all.</p> <p>K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	<p>K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.</p> <p>K.5b People in authority make rules and laws that provide for the health and safety of all.</p>

Week	Title	Standards Covered
		K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.
6	Important Documents	<p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.</p> <p>K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.</p>
7	Learning and Working Together	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.</p> <p>K.2 Children, families, and communities exhibit cultural similarities and differences.</p> <p>K.2a Each person is unique but also shares common characteristics with other family, school, and community members.</p> <p>K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p> <p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>
8	Citizens	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4a Children have basic universal rights or protections as members of a family,</p>



Week	Title	Standards Covered
		<p>school, community, nation, and the world.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>
9	Characteristics of Responsible Citizens	<p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.</p>
11	National Symbols	<p>K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.</p> <p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.</p>
12	National Patriotic Holidays	<p>K.3 Symbols and traditions help develop a shared culture and identity within the United States.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.</p>
<b>Unit 4: Geography</b>		
13	Map Skills	<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p>

Week	Title	Standards Covered
		<p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p> <p>K.6b Places and regions can be located on a map or globe, using geographic vocabulary.</p> <p>K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p>
14	Location	<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p> <p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p> <p>K.6b Places and regions can be located on a map or globe, using geographic vocabulary.</p> <p>K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p>
15	Finding Places Around Me	<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p> <p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p> <p>K.6b Places and regions can be located on a map or globe, using geographic vocabulary.</p> <p>K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p>
16	Physical Characteristics of a Place	K.7 People and communities are affected by and adapt to their physical environment.
17	Weather	K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.
18	Human Characteristics of a Place	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.7 People and communities are affected by and adapt to their physical environment.</p>
19	My Place on the Map	K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.

Week	Title	Standards Covered
		<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p> <p>K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p> <p>K.6b Places and regions can be located on a map or globe, using geographic vocabulary.</p> <p>K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p>
<b>Unit 5: Time and Chronology</b>		
20	Calendars	<p>K.8 The past, present and future describe points in time and help us examine and understand events.</p> <p>K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>
21	Words About Time	<p>K.8 The past, present and future describe points in time and help us examine and understand events.</p> <p>K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>
22	Changes Over Time	<p>K.8 The past, present and future describe points in time and help us examine and understand events.</p> <p>K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>
<b>Unit 6: History</b>		
23	History	<p>K.8 The past, present and future describe points in time and help us examine and understand events.</p> <p>K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>
24	Life Long Ago and Today	<p>K.8 The past, present and future describe points in time and help us examine and understand events.</p> <p>K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>
25	Inventors	
26	Transportation Over Time	K.8 The past, present and future describe points in time and help us examine and understand events.

Week	Title	Standards Covered
		K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.
<b>Unit 7: Culture</b>		
27	Culture	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.</p> <p>K.2 Children, families, and communities exhibit cultural similarities and differences.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p>K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p>
28	Holidays Around the World	<p>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.</p> <p>K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.</p> <p>K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p> <p>K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p>
<b>Unit 8: Economics</b>		
29	Needs and Wants	<p>K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</p> <p>K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p>
30	Economics	K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

Week	Title	Standards Covered
		<p>K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p> <p>K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.</p>
31	Jobs	
32	Spending and Saving	K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</p> <p>1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.</p> <p>1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
2	Authority Figures	<p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.</p> <p>1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
3	Rules and Laws	<p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.</p> <p>1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</p>

Week	Title	Standards Covered
		<p>1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.</p> <p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.</p> <p>1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
5	Government Services	<p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
6	Founders	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p>
7	Important Documents	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.</p>
8	Citizens	<p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</p>



Week	Title	Standards Covered
		<p>1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.</p> <p>1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
9	Characteristics of Responsible Citizens	<p>1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.</p> <p>1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.</p>
10	Responsible Citizens in History	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.</p>
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p> <p>1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.</p>
12	National Patriotic Symbols	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p>
13	National Patriotic Holidays	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common</p>

Week	Title	Standards Covered
		<p>national heritage.</p> <p>1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.</p>
<b>Unit 4: Geography</b>		
14	Map Skills	<p>1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p> <p>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <p>1.5c Symbols are used to represent physical features and man-made structures on maps and globes.</p>
15	Location	<p>1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p> <p>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <p>1.5c Symbols are used to represent physical features and man-made structures on maps and globes.</p>
16	Physical Characteristics of a Place	<p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>1.6a People and communities depend on the physical environment for natural resources.</p>
17	Human Characteristics of a Place	<p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>1.6a People and communities depend on the physical environment for natural resources.</p> <p>1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.</p>

Week	Title	Standards Covered
		1.6c People interact with their physical environment in ways that may have a positive or a negative effect.
18	Adapting to Our Environment	<p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>1.6a People and communities depend on the physical environment for natural resources.</p> <p>1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.</p> <p>1.6c People interact with their physical environment in ways that may have a positive or a negative effect.</p>
19	Geography of Our Community	<p>1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p> <p>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <p>1.5c Symbols are used to represent physical features and man-made structures on maps and globes.</p> <p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>1.6a People and communities depend on the physical environment for natural resources.</p> <p>1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.</p> <p>1.6c People interact with their physical environment in ways that may have a positive or a negative effect.</p>
<b>Unit 5: History</b>		
20	Calendars	1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
21	Changes Over Time	1.7 Families have a past and change over time. There are different types of

Week	Title	Standards Covered
		documents that relate family histories.  1.7a Personal and family history is a source of information for individuals about the people and places around them.  1.7b Families change over time, and family growth and change can be documented and recorded.  1.7c Families of long ago have similarities and differences with families today.  1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
22	History	1.8 Historical sources reveal information about how life in the past differs from the present.  1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.  1.8b Oral histories, biographies, and family time lines relate family histories.
23	Life Long Ago and Today	1.7 Families have a past and change over time. There are different types of documents that relate family histories.  1.7a Personal and family history is a source of information for individuals about the people and places around them.  1.7c Families of long ago have similarities and differences with families today.  1.8 Historical sources reveal information about how life in the past differs from the present.  1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.  1.8b Oral histories, biographies, and family time lines relate family histories.
24	Communication Over Time	1.8 Historical sources reveal information about how life in the past differs from the present.  1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
<b>Unit 6: Culture</b>		
25	Culture	1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

Week	Title	Standards Covered
		<p>1.1a Families are a basic unit of all societies, and different people define family differently.</p> <p>1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.</p> <p>1.1c Awareness of America's rich diversity fosters intercultural understanding.</p>
26	Folktales and Legends	1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p>1.9 People have many economic wants and needs, but limited resources with which to obtain them.</p> <p>1.9c People use tools, technologies, and other resources to meet their needs and wants.</p> <p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p>
28	Economics	<p>1.10 People make economic choices as producers and consumers of goods and services.</p> <p>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.</p> <p>1.10d People make decisions about how to spend and save the money that they earn.</p>
29	Economic Choices	<p>1.9a Scarcity means that people's wants exceed their limited resources.</p> <p>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p> <p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p> <p>1.10d People make decisions about how to spend and save the money that they earn.</p>
30	Jobs	1.10 People make economic choices as producers and consumers of goods and

Week	Title	Standards Covered
		<p>services.</p> <p>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.</p> <p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p> <p>1.10d People make decisions about how to spend and save the money that they earn.</p>
31	Workers Contribute to the Economy	1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
32	Spending and Saving	<p>1.10 People make economic choices as producers and consumers of goods and services.</p> <p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p> <p>1.10d People make decisions about how to spend and save the money that they earn.</p>

Week	Title	Standards Covered
<b>2nd Grade Standards</b>		
1	Sources	2.6 Identifying continuities and changes over time can help understand historical developments.
2	Timelines	<p>2.6 Identifying continuities and changes over time can help understand historical developments.</p> <p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p> <p>2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>
3	I Belong to a Community	<p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
4	Rules and Laws	<p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
5	Principles of Democracy	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3a The United States is founded on the democratic principles of</p>



Week	Title	Standards Covered
		<p>equality, fairness, and respect for authority and rules.</p> <p>2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.</p> <p>2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
6	Important Documents	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p>2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.</p> <p>2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p>
7	The Purpose of Government	<p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p>
8	The Structure of National Government	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.4 Communities have rules and laws that affect how they function.</p>

Week	Title	Standards Covered
		<p>Citizens contribute to a community's government through leadership and service.</p> <p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
9	Tribal, State, and Local Government	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
10	Government Services	<p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.8d Taxes are collected to provide communities with goods and services. Students will explore the purpose of taxes and how they are collected in their communities.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p>
11	Citizenship	<p>2.2 People share similarities and differences with others in their own community and with other communities.</p> <p>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</p>

Week	Title	Standards Covered
		<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p>2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.</p> <p>2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p>
12	Patriotism	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3d Symbols of American democracy serve to unite community members.</p>
13	Patriotic Symbols	<p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3d Symbols of American democracy serve to unite community members.</p>
14	Founders	2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
15	Memorials and Monuments	2.7a Cause-and-effect relationships help us understand the changes in communities.
16	Patriotic Holidays	<p>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p> <p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p>

Week	Title	Standards Covered
		2.3d Symbols of American democracy serve to unite community members.
17	Map Skills	<p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p> <p>2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.</p>
18	Location	2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.
19	Physical Features of Places	<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.</p>
20	Human Characteristics of Places	<p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.</p> <p>2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.</p> <p>2.1c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.</p> <p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.</p>

Week	Title	Standards Covered
		<p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p> <p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas</p>
21	Humans and the Environment	<p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.</p> <p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas</p>
22	Movement	<p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5c Humans modify the environment of their communities through</p>

Week	Title	Standards Covered
		<p>housing, transportation systems, schools, marketplaces, and recreation areas</p> <p>2.9c At times, neighboring communities share resources and workers to support multiple communities.</p>
23	Culture	<p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.</p> <p>2.2 People share similarities and differences with others in their own community and with other communities.</p> <p>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p> <p>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</p>
24	Regions of the World	<p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p> <p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas</p>

Week	Title	Standards Covered
		2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.
25	Needs, Wants, and Resources	<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.8 Communities face different challenges in meeting their needs and wants.</p> <p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p>
26	Economic Activity	<p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p> <p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p> <p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p> <p>2.9c At times, neighboring communities share resources and workers to support multiple communities.</p>
27	Economic Choices	2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.



Week	Title	Standards Covered
		<p>2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p> <p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p>
28	Producers and Consumers	<p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p>
29	Economic Principles	<p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p> <p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p>

Week	Title	Standards Covered
		2.9c At times, neighboring communities share resources and workers to support multiple communities.
30	More Economic Principles	<p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</p>
31	Solving Problems in Your Community	<p>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</p> <p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p>2.4b Communities have leaders who are responsible for making laws and enforcing laws.</p> <p>2.4c Citizens provide service to their community in a variety of ways.</p> <p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas</p> <p>2.6 Identifying continuities and changes over time can help understand historical developments.</p> <p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p> <p>2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical</p>

Week	Title	Standards Covered
		<p>materials.</p> <p>2.7 Cause-and-effect relationships help us recount events and understand historical development.</p> <p>2.7a Cause-and-effect relationships help us understand the changes in communities.</p> <p>2.8 Communities face different challenges in meeting their needs and wants.</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>
32	Historical Figures	<p>2.6 Identifying continuities and changes over time can help understand historical developments.</p> <p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p> <p>2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p> <p>2.7 Cause-and-effect relationships help us recount events and understand historical development.</p> <p>2.7a Cause-and-effect relationships help us understand the changes in communities.</p>



# New York Social Studies SCOPE & SEQUENCE

# 3

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Inquiries	SSP3.A. Gathering, Interpreting, and Using Evidence
2	Sources	SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.6. Create an understanding of the past by using primary and secondary sources. SSP3.A.4. Identify arguments of others.
3	Examining Evidence and Communicating Conclusions	SSP3.A.5. Identify inferences.
4	Taking Action	SSP3.A.1. Develop questions about a world community. F. Civic Participation 2. Participate in activities that focus on a classroom, school, or world community issue or problem. 4. Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community. 6. Identify situations in which social actions are required and suggest actions.
5	Engage in Your Own Inquiry	SSP3.A.1. Develop questions about a world community. F. Civic Participation 2. Participate in activities that focus on a classroom, school, or world community issue or problem. 4. Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community. 6. Identify situations in which social actions are required and suggest actions.
<b>Unit 2: Civics and Government</b>		
6	I Am a Member of a Community	<b>3.5</b> Communities share cultural similarities and differences across the world.  <b>3.5a</b> The structure and activities of families and schools share similarities and differences across world communities.  <b>3.5b</b> Communities around the world can be diverse in terms of their members, languages spoken, customs, and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.
7	The Purpose of Government	<b>3.7</b> Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.



# New York Social Studies

## SCOPE & SEQUENCE

3

Week	Title	Standards Covered
		3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.
8	Government	<p><b>3.7</b> Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.</p> <p><b>3.7a</b> The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.</p> <p><b>3.7b</b> The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.</p> <p><b>3.7c</b> Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.</p> <p><b>3.7d</b> The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.</p>
9	World Government	<p><b>3.7</b> Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.</p> <p><b>3.7a</b> The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.</p> <p><b>3.7b</b> The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.</p> <p><b>3.7c</b> Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.</p> <p><b>3.7d</b> The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.</p>
10	We the People	<p><b>3.7d</b> The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.</p>



# New York Social Studies

## SCOPE & SEQUENCE

3

Week	Title	Standards Covered
<b>Unit 3: Geography</b>		
11	Thinking Like a Geographer	<p><b>3.1</b> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p><b>3.1b</b> Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p> <p><b>3.2</b> The Location of world communities can be described using geographic tools and vocabulary.</p> <p><b>3.2a</b> World communities can be located on globes and maps.</p>
12	Map Skills	<p><b>3.1</b> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p><b>3.1a</b> Earth is comprised of water and large land masses that can be divided into distinct regions.</p> <p><b>3.2b</b> World communities can be located in relation to each other and to principal parallels and meridians.</p>
13	Physical and Human Characteristics	<p><b>3.3a</b> Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</p>
14	Human Processes	<p><b>3.3</b> Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</p> <p><b>3.3b</b> People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.</p>
15	Movement	<p><b>3.3</b> Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</p> <p><b>3.3a</b> Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</p>



# New York Social Studies

## SCOPE & SEQUENCE

# 3

Week	Title	Standards Covered
16	Culture	<p><b>3.4b</b> Arts, music, dance, and literature develop through a community's history.</p> <p><b>3.5b</b> Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.</p>
17	People Who Influence Communities	<p><b>3.4</b> Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p> <p><b>3.4a</b> People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p>
<b>Unit 4: History</b>		
18	Eyewitness to Change Over Time	<b>3.4a</b> People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
19	Global Traditions and Holidays	<b>3.5b</b> Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.
20	Cultural Diffusion	<p><b>3.6</b> Communities from around the world interact with other people and communities and exchange cultural ideas and practices.</p> <p><b>3.6a</b> Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.</p>
21	Cultural Comparison	<b>3.5b</b> Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.
22	Timelines	<p><b>SSSP3.A.</b> Gathering, Interpreting, and Using Evidence</p> <p><b>SSSP3.B.</b> Chronological Reasoning and Causation</p>
23	Using Charts, Maps and Data	<b>SSSP3.B.</b> Chronological Reasoning and Causation
24	World Census Data	<b>SSSP3.B.</b> Chronological Reasoning and Causation
25	Problem Solving	<p><b>3.8</b> The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <p><b>3.8a</b> Across global communities, government and citizens alike have a</p>





# New York Social Studies

## SCOPE & SEQUENCE

3

Week	Title	Standards Covered
		responsibility to protect human rights and to treat others fairly. <b>3.8c</b> When faced with prejudice and discrimination, people can take steps to support social action and change.
26	Communities Over Time	<b>3.8</b> The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. <b>3.8b</b> Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people. <b>3.8c</b> When faced with prejudice and discrimination, people can take steps to support social action and change.
<b>Unit 5: Economics</b>		
27	Producers and Consumers	<b>3.9</b> Communities meet their needs and wants in a variety of ways, forming the basis for their economy. <b>3.9a</b> World communities use human and natural resources in different ways. <b>3.9b</b> People in communities have various ways of meeting their basic needs and earning a living. <b>3.10</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? <b>3.10a</b> Communities around the world produce goods and provide services.
28	Using Resources	<b>3.9</b> Communities meet their needs and wants in a variety of ways, forming the basis for their economy. <b>3.9a</b> World communities use human and natural resources in different ways. <b>3.9b</b> People in communities have various ways of meeting their basic needs and earning a living. <b>3.10</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? <b>3.10a</b> Communities around the world produce goods and provide services.
29	Community Interdependence	<b>3.9a</b> World communities use human and natural resources in different ways. <b>3.10b</b> World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological



# New York Social Studies SCOPE & SEQUENCE

# 3

Week	Title	Standards Covered
		developments in transportation and communication have influenced trade.
30	Transportation Over Time	<b>3.10b</b> World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.
31	Money and Interdependence	<b>SSSP3.E.</b> Economics and Economic Systems
32	Inquiry: Interdependence in the Global Community	<b>SSSP3.E.</b> Economics and Economic Systems



# New York Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
2	Historical Inquiry Sources	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
3	Analyzing and Evaluating Evidence	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
4	Using Evidence to Communicate Conclusions	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.



# New York Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
5	Engaging in Your Own Inquiry	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
<b>Unit 2: Geography</b>		
6	Geographic Skills	<b>4.1a</b> Physical and thematic maps can be used to explore New York State's diverse geography.  <b>4.1b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.
7	Location	<b>4.1a</b> Physical and thematic maps can be used to explore New York State's diverse geography.  <b>4.1b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.
8	Physical Characteristics	<b>4.1a</b> Physical and thematic maps can be used to explore New York State's diverse geography.  <b>4.1b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.
9	Human Characteristics	
10	Guided Inquiry: Physical and Human Characteristics of My State	<b>4.1a</b> Physical and thematic maps can be used to explore New York State's diverse geography.  <b>4.1b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.
<b>Unit 3: Government</b>		
11	Foundations of Government and Law	<b>4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.
12	Structure and Functions of Government	<b>4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.



# New York Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
13	Tribal, State, and Local Government	<p><b>4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.</p> <p><b>4.4b</b> The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.</p> <p><b>4.4c</b> Government in New York State is organized into counties, cities, towns, and villages.</p> <p><b>4.4d</b> New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.</p>
14	Rights and Responsibilities of Citizens	<p><b>4.4e</b> Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.</p>
<b>Unit 4: Native American Groups and Colonial Settlers of New York</b>		
15	Native American Tribes of New York	<p><b>4.2a</b> Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.</p> <p><b>4.2b</b> Native American groups developed specific patterns of organization and governance to manage their societies.</p> <p><b>4.2c</b> Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</p>
16	Native American Government and Culture	<p><b>4.2a</b> Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.</p> <p><b>4.2b</b> Native American groups developed specific patterns of organization and governance to manage their societies.</p> <p><b>4.2c</b> Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</p>
17	European Exploration of New York	<p><b>4.3a</b> Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.</p>
18	Colonial New York	<p><b>4.3b</b> Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed</p>



# New York Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
		different lifestyles.
19	Clash of Empires	<b>4.3c</b> In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.
<b>Unit 5: The American Revolution</b>		
20	The Acts of Parliament	<b>4.3d</b> Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
21	The Actions of the Colonies	<b>4.3d</b> Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
22	The Shot Heard 'Round the World	<b>4.3d</b> Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
23	New York During the American Revolution	<b>4.3d</b> Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.
<b>Unit 6: The Search for Freedom and the Call for Change</b>		
24	The Founders and the Process	<b>4.4a</b> After the Revolution, the United States of America established a federal government; colonies established state governments.
25	New York Becomes a State	<p><b>4.6a</b> After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.</p> <p><b>4.6b</b> In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</p> <p><b>4.6c</b> Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.</p> <p><b>4.6d</b> Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p>



# New York Social Studies

## SCOPE & SEQUENCE

4

Week	Title	Standards Covered
26	The Abolitionist Movement	<b>4.5a</b> There were slaves in New York State. People worked to fight against slavery and for change.
27	New York and the Women's Suffrage Movement	<b>4.5b</b> Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
28	The Civil War	<b>4.5c</b> The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.
<b>Unit 7: Westward Movement and Industrialization</b>		
29	Industrialization and Growth	<p><b>4.6e</b> Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p> <p><b>4.6f</b> Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p>
30	Immigration and Migration to New York	<b>4.7a</b> Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.
31	New York at the Turn of the 20th Century	<b>4.7b</b> Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.
32	Economy of New York	<b>4.6g</b> As manufacturing moved out of New York State, service industries and high-technology industries have grown.





# New York Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
2	Historical Inquiry Sources	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
3	Analyzing and Evaluating Evidence	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.
4	Communicating Conclusions	SSP3.A. Gathering, Interpreting, and Using Evidence SSP3.A.1. Develop questions about a world community. SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. SSP3.A.4. Identify arguments of others. SSP3.A.5. Identify inferences. SSP3.A.6. Create an understanding of the past by using primary and secondary sources.



# New York Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
5	Engaging in Your Own Inquiry	<p>SSP3.A. Gathering, Interpreting, and Using Evidence</p> <p>SSP3.A.1. Develop questions about a world community.</p> <p>SSP3.A.2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>SSP3.A.3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.</p> <p>SSP3.A.4. Identify arguments of others.</p> <p>SSP3.A.5. Identify inferences.</p> <p>SSP3.A.6. Create an understanding of the past by using primary and secondary sources.</p>
<b>Unit 2: Geography and Culture of the Western Hemisphere</b>		
6	Regions of North America, Mesoamerica, and the Caribbean	<p><b>5.4</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p> <p><b>5.4a</b> Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p> <p><b>5.4b</b> The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:</p> <ul style="list-style-type: none"> <li>-North America (Canada and the United States)</li> <li>-Mesoamerica (Mexico and Central America)</li> <li>-Caribbean</li> <li>-South America</li> </ul> <p><b>5.4c</b> The physical environment influences human population distribution, land use, and other forms of economic activity.</p>
7	Regions of South America	<p><b>5.4</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p> <p><b>5.4a</b> Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p> <p><b>5.4b</b> The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:</p> <ul style="list-style-type: none"> <li>-North America (Canada and the United States)</li> <li>-Mesoamerica (Mexico and Central America)</li> <li>-Caribbean</li> <li>-South America</li> </ul>



# New York Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<b>5.4c</b> The physical environment influences human population distribution, land use, and other forms of economic activity.
8	Human-Environment Interaction in the Western Hemisphere	<p><b>5.5</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p> <p><b>5.5b</b> Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.</p>
9	Cultural Diversity: Architecture, Arts, and Food	<p><b>5.5</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p> <p><b>5.5a</b> The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.</p>
10	Cultural Diversity: Celebrations, Language and Religion	<p><b>5.5</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p> <p><b>5.5a</b> The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.</p>
11	Guided Inquiry: Current Issues in the Western Hemisphere	<p><b>5.4</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p> <p><b>5.4a</b> Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p> <p><b>5.4b</b> The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:</p> <ul style="list-style-type: none"> <li>-North America (Canada and the United States)</li> <li>-Mesoamerica (Mexico and Central America)</li> <li>-Caribbean</li> <li>-South America</li> </ul> <p><b>5.4c</b> The physical environment influences human population distribution, land use, and other forms of economic activity.</p> <p><b>5.5</b> The countries of the Western Hemisphere are diverse and the cultures of</p>



# New York Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p>these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p> <p><b>5.5b</b> Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.</p>
<b>Unit 3: Early People of the Americas</b>		
12	Early Humans	<p><b>5.1</b> The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.</p> <p><b>5.1a</b> Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.</p> <p><b>5.1b</b> Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.</p>
13	Agriculture Revolution	<p><b>5.1</b> The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.</p> <p><b>5.1a</b> Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.</p> <p><b>5.1b</b> Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.</p>
14	Guided Inquiry: Early Tribes of the Americas	<p><b>5.1</b> The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.</p> <p><b>5.1a</b> Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.</p>



# New York Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p><b>5.1b</b> Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.</p> <p><b>5.1c</b> Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.</p>
<b>Unit 4: Ancient Civilizations of the Americas</b>		
15	The Characteristics of Civilization	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p>
16	The Maya Civilization	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>
17	Achievements of the Maya	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology,</p>



# New York Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		<p>and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>
18	The Aztec Empire	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>
19	Culture of the Aztec Empire	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>





# New York Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
20	The Inca Empire Begins	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>
21	Living in the Inca Empire	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.</p>
22	Guided Inquiry: Early Tribes of the Americas	<p><b>5.2</b> Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <p><b>5.2a</b> Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p><b>5.2b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p><b>5.2c</b> Political states can take different forms, such as city-states and empires.</p>





# New York Social Studies

## SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements.
<b>Unit 5: Age of Encounters</b>		
23	Europe Before Westward Expansion	<p><b>5.3</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p> <p><b>5.3a</b> Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p><b>5.3b</b> Europeans encountered and interacted with Native Americans in a variety of ways.</p>
24	Dividing a Hemisphere	<p><b>5.3</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p> <p><b>5.3a</b> Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p><b>5.3b</b> Europeans encountered and interacted with Native Americans in a variety of ways.</p>
25	Consequences of Contact	<p><b>5.3</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p> <p><b>5.3a</b> Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p><b>5.3b</b> Europeans encountered and interacted with Native Americans in a variety of ways.</p> <p><b>5.3c</b> The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.</p> <p><b>5.3d</b> Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.</p>



# New York Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
<b>Unit 6: Political Systems of the Western Hemisphere</b>		
26	Political Systems of the Western Hemisphere	<p><b>5.6</b> The political systems of the Western Hemisphere vary in structure and organization across time and place.</p> <p><b>5.6a</b> Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p>
27	Founding Documents of the Western Hemisphere	<p><b>5.6</b> The political systems of the Western Hemisphere vary in structure and organization across time and place.</p> <p><b>5.6b</b> Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p>
28	Organizations of the Western Hemisphere	<p><b>5.6</b> The political systems of the Western Hemisphere vary in structure and organization across time and place.</p> <p><b>5.6d</b> Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.</p>
29	Guided Inquiry: Equality, Civil Rights, Sovereignty	<p><b>5.6</b> The political systems of the Western Hemisphere vary in structure and organization across time and place.</p> <p><b>5.6a</b> Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p> <p><b>5.6b</b> Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p> <p><b>5.6c</b> Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <p><b>5.6d</b> Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.</p>



# New York Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
<b>Unit 7: Economics in the Western Hemisphere</b>		
30	Economic Systems of the Western Hemisphere	<p><b>5.7</b> The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.</p> <p><b>5.7a</b> Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?</p>
31	Western Hemisphere Economic Activities	<p><b>5.7</b> The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.</p> <p><b>5.7b</b> Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p>
32	Guided Inquiry: Interdependence in the Western Hemisphere	<p><b>5.7</b> The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.</p> <p><b>5.7c</b> Countries trade with other countries to meet economic needs and wants. They are interdependent.</p>

Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
2	Historical Inquiry Sources	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
3	Analyzing and Evaluating Evidence	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose,</p>

Week	Title	Standards Covered
		<p>and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
4	Using Evidence to Communicate Conclusions	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
5	Engaging In Your Own Inquiry	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>

Week	Title	Standards Covered
<b>Unit 2: Geography and Culture of the Eastern Hemisphere</b>		
6	Regions of South, East, and Southeast Asia	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1b</b> The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul> <p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.6</b> Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.</p>
7	Regions of the Middle East and Sub-Saharan Africa	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p>

Week	Title	Standards Covered
		<p><b>6.1b</b> The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul> <p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.6</b> Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.</p>
8	Regions of Europe	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1b</b> The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul>



Week	Title	Standards Covered
		<p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.6</b> Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.</p>
9	Regions of Oceania	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1b</b> The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul> <p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p>
10	Human-Environment Interaction in the Eastern Hemisphere	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p>

Week	Title	Standards Covered
		<p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.2</b> Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.</p> <p><b>D.3</b> Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.</p> <p><b>D.4</b> Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p> <p><b>D.5</b> Describe how human activities alter places and regions in the Eastern Hemisphere.</p>
11	Cultural Diversity: Architecture, Art, and Food	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>D.4</b> Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p>
12	Cultural Diversity: Celebrations, Language, and Religion	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>D.4</b> Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p>

Week	Title	Standards Covered
13	Guided Inquiry: Current Issues in the Eastern Hemisphere	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.1d</b> Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.</p> <p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p> <p><b>B.3</b> Identify causes and effects from current events, grade-level content, and historical events.</p> <p><b>B.4</b> Identify and classify the relationship between multiple causes and multiple effects.</p> <p><b>B.5</b> Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.2</b> Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.</p>

Week	Title	Standards Covered
		<p><b>D.3</b> Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.</p> <p><b>D.4</b> Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p> <p><b>D.5</b> Describe how human activities alter places and regions in the Eastern Hemisphere.</p>
<b>Unit 3: Early People of the Eastern Hemisphere</b>		
14	Early People of the Eastern Hemisphere	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p> <p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>B.3</b> Identify causes and effects from current events, grade-level content, and historical events.</p> <p><b>B.4</b> Identify and classify the relationship between multiple causes and multiple effects.</p>

Week	Title	Standards Covered
		<p><b>B.5</b> Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p><b>D.1</b> Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p><b>D.2</b> Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.</p> <p><b>D.3</b> Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.</p> <p><b>D.4</b> Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p> <p><b>D.5</b> Describe how human activities alter places and regions in the Eastern Hemisphere.</p>
15	Early People of the Yellow River Valley	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p> <p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p>

Week	Title	Standards Covered
		<p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society</p>
16	Early People of the Indus River Valley	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p> <p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p>

Week	Title	Standards Covered
		<p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society</p>
17	Early People of Mesopotamia	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p> <p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p>



Week	Title	Standards Covered
		<p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society</p>
18	Early People of the Nile River Valley	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p>

Week	Title	Standards Covered
		<p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society</p>
19	Guided Inquiry: Early Settlement in the Eastern Hemisphere	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p>

Week	Title	Standards Covered
		<p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society</p> <p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p>

Week	Title	Standards Covered
		<p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
<b>Unit 4: The Rise of Civilizations in the Eastern Hemisphere</b>		
20	Government and Culture of Ancient China	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p>

Week	Title	Standards Covered
		<p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p> <p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>
21	Government and Culture of Ancient India	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p>

Week	Title	Standards Covered
		<p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p> <p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>
22	Government and Culture of Ancient Egypt	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p>

Week	Title	Standards Covered
		<p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p> <p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>
23	Government and Culture of Ancient Greece	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p>



Week	Title	Standards Covered
		<p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p> <p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>
24	Government and Culture of the Roman Republic and Empire	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p> <p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p> <p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p>

Week	Title	Standards Covered
		<p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p> <p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p> <p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6a</b> Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</p>
25	Guided Inquiry: Comparing Classical Civilizations	<p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>
<b>Unit 5: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates</b>		
26	Judaism, Christianity, and Islam: The Rise of Monotheistic Religions	<p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on sets of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p>

Week	Title	Standards Covered
		<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6c</b> Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p>
27	The Byzantine Empire	<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6a</b> Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</p> <p><b>6.6b</b> The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</p>
28	Political and Economic Systems in Medieval Europe	<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6a</b> Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</p>
29	Islamic Caliphates	<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6c</b> Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p>
30	Conflict, War, and Expansion	<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6c</b> Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p> <p><b>6.6d</b> Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</p>

Week	Title	Standards Covered
31	Interactions Across the Eastern Hemisphere	<p><b>6.7</b> Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.</p> <p><b>6.7a</b> The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</p> <p><b>6.7b</b> The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.</p> <p><b>6.7c</b> Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</p>
32	Guided Inquiry: Trade and Transportation During the Medieval Period	<p><b>6.6</b> The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.</p> <p><b>6.6b</b> The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</p> <p><b>6.6c</b> Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p> <p><b>6.6d</b> Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.</p> <p><b>A.1</b> Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p><b>A.2</b> Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>A.3</b> Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p> <p><b>A.4</b> Describe the arguments of others.</p> <p><b>A.5</b> Identify implicit ideas and draw inferences, with support.</p> <p><b>A.6</b> Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.</p>

Week	Title	Standards Covered
<b>Unit 6: Case Studies</b>		
33	Case Study: Current Regional Issues of the Eastern Hemisphere	<p><b>6.1</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p><b>6.1a</b> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p> <p><b>6.1b</b> The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p> <ul style="list-style-type: none"> <li>• Middle East (North Africa and Southwest Asia)</li> <li>• Sub-Saharan Africa</li> <li>• Europe (West, North, South, Central, and Southeast)</li> <li>• Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>• East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>• Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>• South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>• Oceania (Australia, New Zealand, the Pacific)</li> </ul> <p><b>6.1c</b> The physical environment influences human population distribution, land use, economic activities, and political connections.</p>
34	Case Study: Early River Valley Civilizations	<p><b>6.2</b> The first humans modified their physical environment as well as adapted to their environment.</p> <p><b>6.2a</b> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p><b>6.2b</b> Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p> <p><b>6.2c</b> The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</p> <p><b>6.2d</b> Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</p>

Week	Title	Standards Covered
		<p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3a</b> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p><b>6.3b</b> Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p>
35	Case Study: Belief Systems in the Eastern Hemisphere	<p><b>6.3</b> Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p><b>6.3c</b> Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p><b>6.3d</b> Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p> <p><b>6.4</b> Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p> <p><b>6.4a</b> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p> <p><b>6.4b</b> Belief systems and religions are based on a set of mutually held values.</p> <p><b>6.4c</b> Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.</p>
36	Case Study: The Han Dynasty and the Roman Empire	<p><b>6.5</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.</p> <p><b>6.5a</b> Geographic factors influence the development of classical civilizations and their political structures.</p>

Week	Title	Standards Covered
		<p><b>6.5b</b> Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p> <p><b>6.5c</b> A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>