

Standards		Weekly Issues
Engagement and Persistence		
1.a.	Engages in new and unfamiliar experiences and activities.	1: School Rules 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 14: The Sun and the Moon 25: Solving Problems 26: A World of Things 27: Forces and Motion 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns 36: What's Next?
1.b.	Completes activities with increasingly complex steps.	1: School Rules 4: Family and Friends 5: In the Neighborhood 36: What's Next?
1.c.	Persists in completing a task with increasing concentration.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 21: Past, Present, and Future 25: Solving Problems 26: A World of Things 27: Forces and Motion 30: Making, Buying, and Selling 36: What's Next?

Standards		Weekly Issues
Mindset		
2.a.	Develops a growth mindset.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations
Memory		
1.a.	Develops the ability to recall information about objects, people, and past experiences.	2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 21: Past, Present, and Future
Symbolic Thought		
2.a.	Demonstrates increasing ability to think symbolically.	2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 12: Outer Space

Standards		Weekly Issues
		13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations
Problem-Solving and Reasoning		
3.a.	Uses increasingly complex strategies to solve problems.	4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 25: Solving Problems 26: A World of Things 27: Forces and Motion 33: Habitats 35: Patterns
Cognitive Flexibility		
4.a.	Develops ability to be flexible in own thinking and behavior.	3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations

Standards		Weekly Issues
Artistic Engagement and Expression		
1.a.	Expresses ideas and feelings through visual art	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 25: Solving Problems 26: A World of Things
1.b.	Expresses self creatively through music and dance	1: School Rules 6: Workers and Helpers 9: Maps 10: Land and Water 25: Solving Problems
Creativity and Play		
2.a.	Develops ability to express new ideas through imaginative and inventive play	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 25: Solving Problems 26: A World of Things 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns
Language and Communication		
1.a.	Demonstrates understanding of increasingly complex language	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers

Standards		Weekly Issues
		7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 13: Giving Thanks 15: Weather and Seasons 16: Wintertime 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures 24: Look, Explore, Learn 27: Forces and Motion
1.b.	Develops and expands understanding of vocabulary and concepts	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 13: Giving Thanks 18: Stories From Around the World 19: All Together Now 20: Many Cultures 24: Look, Explore, Learn 27: Forces and Motion
1.c.	Communicates using increasingly complex language	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 24: Look, Explore, Learn

Standards		Weekly Issues
1.d.	Participates in conversations with increasing application of turn-taking skills.	1: School Rules 2: All About Me 5: In the Neighborhood
1.e.	Develops comprehension of read-aloud text	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 18: Stories From Around the World 19: All Together Now 20: Many Cultures 24: Look, Explore, Learn
Phonological Awareness		
2.a.	Develops awareness of syllables in spoken words	1: School Rules 2: All About Me 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Sources
2.b.	Develops awareness of initial sounds, onsets, and rimes in spoken words	1: School Rules 2: All About Me 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Sources
2.c.	Develops understanding of rhyme	1 : School Rules 2 : All About Me 3 : Feelings 4 : Family and Friends 5: In the Neighborhood

Standards		Weekly Issues
		6 : Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Sources
Print Awareness		
3.a.	Develops knowledge of print organization	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Source
3.b.	Develops knowledge of the alphabet	1: School Rules 2: All About Me 3: Feelings 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Sources 33: Habitats
Emergent Writing		
4.a.	Develops understanding that writing represents spoken language	1: School Rules 2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers

Standards		Weekly Issues
4.b.	Draws and writes using increasingly sophisticated grasp	1: School Rules 2: All About Me 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water
Number Sense		
1.a.	Develops understanding of the stable order of the counting sequence and learns to recite numbers	1: School Rules 2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 20: Many Cultures 21: Past, Present, and Future 28: Life Cycles
1.b.	Develops understanding of one-to-one correspondence and cardinality.	2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 20: Many Cultures 21: Past, Present, and Future 28: Life Cycles
1.c.	Develops ability to subitize small quantities.	
1.d.	Develops ability to recognize and name written numerals.	6: Workers and Helpers 10: Land and Water 33: Habitats
Number Relationships and Operations		
2.a.	Develops understanding of number relationships and operations.	2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 21: Past, Present, and Future

Standards		Weekly Issues
Measurement		
3.a.	Develops knowledge of measurement to compare and describe objects.	5: In the Neighborhood 9: Maps 10: Land and Water 12: Outer Space 9: Maps 10: Land and Water 23: Symbols of Unity 35: Patterns
3.b.	Develops the ability to sort.	2: All About Me 5: In the Neighborhood 6: Workers and Helpers
3.c.	Develops understanding of patterns.	5: In the Neighborhood 9: Maps 10: Land and Water 35: Patterns
Geometry		
4.a.	Develops ability to recognize shapes and their attributes.	1: School Rules 2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 23: Symbols of Unity 28: Life Cycles
4.b.	Develops understanding of spatial relationships.	4: Family and Friends 5: In the Neighborhood 7: Staying Healthy 9: Maps 10: Land and Water 17: Celebrations 22: Going Places 23: Symbols of Unity 28: Life Cycles

Standards		Weekly Issues
Motor Development		
1.a.	Develops competency in a variety of locomotor skills and non-locomotor skills.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space
1.b.	Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	1: School Rules 2: All About Me 3: Feelings 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 25: Solving Problems 27: Forces and Motion 32: Farms and Food Sources 33: Habitats
1.c.	Develops oral motor skills.	
1.d.	Uses senses to guide movement and interactions with objects and other people.	7: Staying Healthy 8: Staying Safe 9: Maps 11: Living Things 22: Going Places 24: Look, Explore, Learn 28: Life Cycles 33: Habitats 35: Patterns

Standards		Weekly Issues
Wellness		
2.a.	Develops knowledge about the body, its parts, and how it functions.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 22: Going Places 24: Look, Explore, Learn 28: Life Cycles 29: Springtime 34: Awesome Animals 35: Patterns
2.b.	Demonstrates personal health and self-care practices with increasing independence.	1: School Rules 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations
2.c.	Consumes healthy food and develops healthy eating habits	7: Staying Healthy 9: Maps 10: Land and Water 20: Many Cultures 28: Life Cycles
2.d.	Develops healthy sleep and rest behaviors.	7: Staying Healthy

Standards		Weekly Issues
2.e.	Participates in preferred physical activities and develops understanding that being physically active is healthy.	7: Staying Healthy 9: Maps 10: Land and Water 22: Going Places
2.f.	Demonstrates increasing understanding of safety practices and behaviors.	1: School Rules 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 13: Giving Thanks
Science Inquiry and Application		
1.a.	Explores and investigates objects and events in the environment.	2: All About Me 3: Feelings 4: Family and Friends 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns
1.b.	Develops ability to reason about cause and effect.	2: All About Me 4: Family and Friends 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space

Standards		Weekly Issues
		14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns
Self-Awareness		
1.a.	Develops and expands understanding of oneself as a unique person.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 24: Look, Explore, Learn 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 32: Farms and Food Sources 34: Awesome Animals 35: Patterns
1.b.	Develops understanding of emotions.	2: All About Me 3: Feelings 7: Staying Healthy

Standards		Weekly Issues
Self-Regulation		
2.a.	Begins to manage emotions and actions.	2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 21: Past, Present, and Future 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns 36: What's Next?
Social Awareness		
3.a.	Develops empathy toward and understanding of others.	2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations

Standards		Weekly Issues
		21: Past, Present, and Future 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns 36: What's Next?
Relationship Skills		
4.a.	Develops secure, trusting relationships with adults.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 8: Staying Safe 9: Maps 10: Land and Water 13: Giving Thanks 15: Weather and Seasons 16: Wintertime 17: Celebrations 19: All Together Now 20: Many Cultures 23: Symbols of Unity 24: Look, Explore, Learn 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 32: Farms and Food Sources 36: What's Next?
4.b.	Develops socially competent behaviors with peers.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 8: Staying Safe 9: Maps 10: Land and Water

	Standards	Weekly Issues
		12: Outer Space 13: Giving Thanks 15: Weather and Seasons 16: Wintertime 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures 23: Symbols of Unity 24: Look, Explore, Learn 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 34: Awesome Animals 35: Patterns 36: What's Next?
4.c.	Develops ability to use simple strategies to resolve conflicts with peers.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 8: Staying Safe 9: Maps 10: Land and Water 12: Outer Space 13: Giving Thanks 15: Weather and Seasons 16: Wintertime 17: Celebrations 19: All Together Now 20: Many Cultures 23: Symbols of Unity 24: Look, Explore, Learn 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 34: Awesome Animals 35: Patterns 36: What's Next?

Standards		Weekly Issues
People, Communities, and their Environment		
1.a.	Develops awareness of one's own culture and other characteristics of groups of people.	1: School Rules 2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 13: Giving Thanks 14: The Sun and the Moon 15: Weather and Seasons 16: Wintertime 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures 21: Past, Present, and Future 22: Going Places 23: Symbols of Unity 24: Look, Explore, Learn 25: Solving Problems 30: Making, Buying, and Selling 36: What's Next?
1.b.	Develops a basic understanding of needs and wants.	3: Feelings 6: Workers and Helpers 7: Staying Healthy 13: Giving Thanks 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources
1.c.	Develops understanding that everyone has rights and responsibilities within a group.	1: School Rules 5: In the Neighborhood 36: What's Next?
1.d.	Develops ability to take care of materials in the environment.	1: School Rules 5: In the Neighborhood 9: Maps 10: Land and Water 13: Giving Thanks 15: Weather and Seasons 16: Wintertime



Ohio Social Studies STANDARDS CORRELATION

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Standards		Weekly Issues
		25: Solving Problems 26: A World of Things 27: Forces and Motion 31: Jobs and Money 32: Farms and Food Sources

Standards		Weekly Issues
History Strand		
K.1	Time can be measured.	27: Time 28: Changes Over Time
K.2	Personal history can be shared through stories and pictures.	28: Changes Over Time 29: Comparing Children Over Time
K.3	K.3 Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	21: Culture
K.4	Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.	10: National Symbols 11: National Holidays
Geography Strand		
K.5	Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	15: Location
K.6	Models and maps represent places.	13: Map Skills
K.7	Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	16: Place: Physical Characteristics
K.8	Individuals are unique but share common characteristics of multiple groups.	17: Place: Human Characteristics
Government Strand		
K.9	Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	1: I Am a Member of a Community
K.10	The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	2: What Are Rules? 3: What Are Laws? 5: Our Government 6: Government Services
Economic Strand		
K.11	People have many wants and make decisions to satisfy those wants. These decisions impact others.	22: Needs and Wants 24: Economic Choices
K.12	Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.	25: Economic Activities

Standards		Weekly Issues
History Strand		
1.1	Time can be divided into categories (e.g., months of the year, past, present, and future).	6: Important Documents 12: Sources 27: Time
1.2	Photographs, letters, artifacts and books can be used to learn about the past.	28: Changes Over Time
1.3	The ways basic human needs are met have changed over time.	29: Comparing Children Over Time 30: Inventions 31: Transportation Over Time 32: Communication Over Time
Geography Strand		
1.4	Maps can be used to locate and identify places.	13: Map Skills 14: Five Themes of Geography 15: Location
1.5	Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	16: Place: Physical Characteristics 17: Place: Human Characteristics
1.6	Families interact with the physical environment differently in different times and places.	18: Human-Environment Interaction 19: Movement
1.7	Diverse cultural practices address basic human needs in various ways and may change over time.	21: Culture 28: Changes Over Time
Government Strand		
1.8	Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.	1: Community 2: Rules and Laws 3: Principles of Democracy
1.9	Collaboration requires group members to respect the rights and opinions of others.	1: Community 2: Rules and Laws 7: Citizens
1.10	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	2: Rules and Laws 4: Purpose and Structure of Government

Standards		Weekly Issues
Economics Strand		
1.11	Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.	22: Needs and Wants 24: Economic Choices
1.12	People produce and consume goods and services in the community.	23: Goods and Services 25: Economic Activities
1.13	People trade to obtain goods and services they want.	25: Economic Choices
1.14	Currency is used as a means of economic exchange.	24: Economic Choices 26: Spending and Saving

Standards		Weekly Issues
History Strand		
2.1	Time can be shown graphically on calendars and timelines.	28: Sequencing and Chronology
2.2	Change over time can be shown with artifacts, maps, and photographs.	15: Sources 29: Innovation Over Time
2.3	Science and technology have changed daily life.	29: Innovation Over Time
2.4	Biographies can show how peoples' actions have shaped the world in which we live.	30: Historic Figures
Geography Strand		
2.5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.	16: Map Skills 17: Cardinal Directions 18: Location 19: Place: Physical Characteristics 22- regions of the World
2.6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	19: Place: Physical Characteristics 20: Place: Human Characteristics 21: Human-Environment Interaction
2.7	Human activities alter the physical environment, both positively and negatively.	20: Place: Human Characteristics
2.8	Cultures develop in unique ways, in part through the influence of the physical environment.	13: Culture
2.9	Interactions among cultures lead to sharing ways of life.	14: Cultures Share
Government Strand		
2.10	Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.	1: Community 3: Principles of Democracy 4: Solving Problems 7: Citizenship
2.11	Groups are accountable for choices they make and actions they take.	4: Solving Problems 31: Solving Problems in Your Community

Standards		Weekly Issues
2.12	There are different rules and laws that govern behavior in different settings.	2: Rules and Laws 5: Purpose and structure of Government
Economic Strand		
2.13	Information displayed on bar graphs can be used to compare quantities.	32- Bar Graphs
2.14	Resources can be used in various ways.	24: How Are Goods Produced? 25: Economics Principles
2.15	Most people around the world work in jobs in which they produce specific goods and services.	23: Economic Resources 25: Economics Principles
2.16	People use money to buy and sell goods and services.	26: Economic Activity
2.17	People earn income by working.	27: Economic Choices



Ohio Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
History		
3.1	Events in local history can be shown on timelines organized by years, decades and centuries.	2 - Timelines 14 - Movement: Communication 21 - Markets
3.2	Primary sources such as artifacts, maps and photographs can be used to show change over time.	3 - Sources 4 - Using Charts, Maps, and Data 5 - Change Over Time 6 - Changing Communities in Ohio 13 - Movement: Transportation 14 - Movement: Communication 16 - Agriculture 17 - Industry 21 - Markets
3.3	Local communities change over time.	5 - Change Over Time 6 - Changing Communities in Ohio 13 - Movement: Transportation 14 - Movement: Communication 16 - Agriculture 17 - Industry 21 - Markets
Geography		
3.4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	7 - Map Skills 8 - Physical Characteristics 9 - Natural Resources 10 - Human Characteristics 11 - Physical and Human Characteristics of Ohio
3.5	Daily life is influenced by the agriculture, industry and natural resources in different communities.	8 - Physical Characteristics 9 - Natural Resources 10 - Human Characteristics 11 - Physical and Human Characteristics of Ohio 16 - Agriculture 17 - Industry
3.6	Evidence of human modification of the environment can be observed in the local community.	12- Human-Environment Interaction
3.7	Systems of transportation and communication move people, products and ideas from place to place.	13 - Movement: Transportation 14 - Movement: Communication
3.8	Communities may include diverse cultural groups.	15 - Culture
Government		
3.9	Members of local communities have social and political responsibilities.	29 - Rights of Local Community Members 30 - Responsibilities of Local Community



Ohio Social Studies STANDARDS CORRELATION

3

Standards		Weekly Issues
		Members
3.10	Individuals make the community a better place by solving problems in a way that promotes the common good.	31 - Problem Solving
3.11	Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	27 - Rules and Laws 28 - Purpose of Government
3.12	Governments have authority to make and enforce laws.	27 - Rules and Laws 28 - Purpose of Government 32 - Structure of Local Government
3.13	The structure of local governments may differ from one community to another	32 - Structure of Local Government
Economics		
3.14	Line graphs are used to show changes in data over time.	4 - Using Charts, Maps, and Data 6 - Changing Communities in Ohio 13 - Movement: Transportation 14 - Movement: Communication 30 - Responsibilities of Local Community Members
3.15	Both positive and negative incentives affect people's choices and behaviors.	25 - Economic Incentives
3.16	Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	24- Scarcity 25 - Economic Incentives
3.17	A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	20 - Producers and Consumers 23 - Interdependence
3.18	A market is where buyers and sellers exchange goods and services.	21 - Markets 22 - Economic Activities
3.19	Making decisions involves weighing costs and benefits.	18 - Needs and Wants 19 - Spending and Saving 25 - Economic Incentives
3.20	A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	26 - Budgeting



Ohio Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
History		
4.1	The order of significant events in Ohio and the United States can be shown on a timeline.	4 - Transportation and Communication 17 - Historical Thinking Skills 23 - French and Indian War 24 - The Road to Revolution 25 - The American Revolution
4.2	Primary and secondary sources can be used to create historical narratives.	5 - Movement 13 - Foundations of Government 15 - Government of Ohio 17 - Historical Thinking Skills 18 - Sources 19 - Using Data 20 - Native Peoples of Ohio 21 - European Exploration of North America 22 - Colonization of North America and Ohio 23 - French and Indian War 24 - The Road to Revolution 25 - The American Revolution 26 - Founders and the Process 27 - The Northwest Ordinance to Ohio Statehood 28 - The War of 1812 30 - The Abolitionist Movement and the Underground Railroad 31 - Innovators from Ohio 32 - Contributions of Ohioans to the United States
4.3	Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.	20 - Native Peoples of Ohio 21 - European Exploration of North America 22 - Colonization of North America and Ohio 23 - French and Indian War 25 - The American Revolution 26 - Founders and the Process 27 - The Northwest Ordinance to Ohio Statehood 28 - The War of 1812 30 - The Abolitionist Movement and the Underground Railroad
4.4	The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	24 - The Road to Revolution 25 - The American Revolution 26 - Founders and the Process
4.5	The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become	27 - The Northwest Ordinance to Ohio Statehood



Ohio Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
	states and recognized them as equal to the other existing states.	
4.6	Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.	28 - The War of 1812
4.7	Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.	30 - The Abolitionist Movement and the Underground Railroad
4.8	Many technological innovations that originated in Ohio benefited the United States.	31 - Innovators from Ohio 32 - Contributions of Ohioans to the United States
Geography		
4.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	1 - Thinking Like a Geographer 2 - Physical Characteristics of Ohio and the United States 3 - Human Characteristics of Ohio and the United States 4 - Transportation and Communication
4.10	The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	11 - Economy of Ohio
4.11	The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	29 - The United States in the Early 1800s
4.12	People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.	6 - Human-Environment Interaction 29 - The United States in the Early 1800s
4.13	The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.	5 - Movement 7 - Culture 29 - The United States in the Early 1800s
4.14	Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	4 - Transportation and Communication 29 - The United States in the Early 1800s
Government		
4.15	Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	16 - Rights and Responsibilities of Citizens
4.16	Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in	15 - Government of Ohio 16 - Rights and Responsibilities of Citizens



Ohio Social Studies STANDARDS CORRELATION

4

Standards		Weekly Issues
	compromise.	
4.17	Laws can protect rights, provide benefits, and assign responsibilities.	13 - Foundations of Government
4.18	The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	13 - Foundations of Government 26 - Founders and the Process
4.19	A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	13 - Foundations of Government 14 - Structure and Functions of Government 15 - Government of Ohio 27 - The Northwest Ordinance to Ohio Statehood
Economic Decision Making and Skills		
4.20	Tables and charts organize data in a variety of formats to help individuals understand information and issues.	3 - Human Characteristics of Ohio and the United States 4 - Transportation and Communication 5 - Movement 11 - Economy of Ohio 12 - Personal Finance 19 - Using Data 29 - The United States in the Early 1800s
4.21	Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.	8 - Types of Resources 9 - Goods and Services 10 - Producers and Consumers
Financial Literacy		
4.22	Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.	8 - Types of Resources 9 - Goods and Services 12 - Personal Finance

Standards		Weekly Issues
History		
5.1	Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	12 - Chronological Timelines 13 - Historical Sources
5.2	Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.	14 - Ancient Civilizations of the Americas 17 - Trade and Economics in the Western Hemisphere
5.3	European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.	18 - European Explorations of the Americas 19 - The Columbian Exchange 20 - Colonization 21 - Lasting Effects of Colonization
Geography		
5.4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	1 - Geographic Tools 18 - European Explorations of the Americas
5.5	Latitude and longitude can be used to make observations about location and generalizations about climate	3 - Location
5.6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	4 - North American Regions 5 - Physical Environments of North America 6 - Regions of South America 7 - Physical Environments of South America
5.7	The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	5 - Physical Environments of North America 7 - Physical Environments of South America 8 - Human-Environment Interaction in North America 9 - Human-Environment Interaction in South America 12 - Chronological Timelines
5.8	American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.	15 - American Indian Tribes 16 - American Indian Governments and Culture 17 - Trade and Economics in Western Hemisphere
5.9	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.	10 - Cultural Diversity: Architecture, Arts, and Food 11 - Cultural Diversity: Celebrations, Language, and Religion

Standards		Weekly Issues
		19 - The Columbian Exchange
5.10	The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.	10 - Cultural Diversity: Architecture, Arts, and Food 11 - Cultural Diversity: Celebrations, Language, and Religion
Government		
5.11	Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	2 - Geographic Data 28 - Government and Economics
5.12	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	28 - Government and Economics
Economics		
5.13	Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	2 - Geographic Data 29 - Import and Exports of the Americas
5.14	The choices made by individuals and governments have both present and future consequences.	26 - Trade 27 - Entrepreneurship 28 - Government and Economics 29 - Import and Exports of the Americas
5.15	The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.	22 - Resources 23 - Goods and Services 24 - Specialization and Division of Labor Entrepreneurship 27 - Entrepreneurship 30 - Earning Income 31 - Spending, Saving, and Investing 32 - Careers and Economic Choices
5.16	The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	23 - Goods and Services
5.17	Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	24 - Specialization and Division of Labor 25 - Interdependence 26 - Trade
5.18	Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	30 - Earning Income 31 - Spending, Saving, and Investing 32 - Careers and Economic Choices



Ohio Social Studies STANDARDS CORRELATION

6

Standards		Weekly Issues
History Strand		
6.1	Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	3: Studying the Earth 15: Ancient Romans
6.2	Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	3: Studying the Earth 4: Early Humans 5: Mesopotamia and the Phoenicians 6: Early Civilizations of India 7: Ancient Egypt 8: Ancient China 9: Ancient Japan 10: Ancient Africa 11: Ancient Oceania 12: The Persian Empire 13: Ancient Israelites 14: Ancient Greeks 15: Ancient Romans 16: Roman Decline and Germanic Tribes 20: Islamic Empire
Geography Strand		
6.3	Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	1: A Geoscheme for All of Us 2: Planet Earth 4: Early Humans 8: Ancient China 12: The Persian Empire 16: Roman Decline and Germanic Tribes 20: Islamic Empire 26: Modern Oceania
6.4	Latitude and longitude can be used to identify absolute location.	1: A Geoscheme for All of Us 16: Roman Decline and Germanic Tribes
6.5	Regions can be determined, classified and compared using data related to various criteria (e.g., landform, climate, population, cultural, or economic).	2: Planet Earth 3: Studying the Earth 6: Early Civilizations of India 8: Ancient China 9: Ancient Japan 10: Ancient Africa 11: Ancient Oceania 12: The Persian Empire 16: Roman Decline and Germanic Tribes 19: Christianity 22: The Reformation



Ohio Social Studies STANDARDS CORRELATION

6

Standards		Weekly Issues
		23: Western Asia 24: Northern Africa 25: Southern Africa 26: Modern Oceania 27: Internal Organizations
6.6	Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	1: A Geoscheme for All of Us 4: Early Humans 10: Ancient Africa 15: Ancient Romans 25: Southern Africa 26: Modern Oceania 28: Caring for the World
6.7	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	2: Planet Earth 4: Early Humans 7: Ancient Egypt 8: Ancient China 9: Ancient Japan 10: Ancient Africa 18: World Economies 20: Islamic Empire 21: Hinduism and Buddhism 22: The Reformation 23: Western Asia 24: Northern Africa 27: Internal Organizations 28: Caring for the World
6.8	Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	3: Studying the Earth 6: Early Civilizations of India 8: Ancient China 9: Ancient Japan 10: Ancient Africa 11: Ancient Oceania 12: The Persian Empire 13: Ancient Israelites 14: Ancient Greeks 15: Ancient Romans 19: Christianity 20: Islamic Empire 21: Hinduism and Buddhism 22: The Reformation 24: Northern Africa 26: Modern Oceania



Ohio Social Studies STANDARDS CORRELATION

6

Standards		Weekly Issues
Government Strand		
6.9	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	3: Studying the Earth 5: Mesopotamia and the Phoenicians 12: The Persian Empire 13: Ancient Israelites 27: Internal Organizations
6.10	Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	14: Ancient Greeks 15: Ancient Romans 17: Politics and Government for the Ages 23: Western Asia 24: Northern Africa 25: Southern Africa 27: Internal Organizations
Economics Strand		
6.11	Economists compare data sets to draw conclusions about relationships among them.	17: Politics and Government for the Ages 18: World Economies 26: Modern Oceania
6.12	The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	8: Ancient China 11: Ancient Oceania 13: Ancient Israelites 14: Ancient Greeks 16: Roman Decline and Germanic Tribes 22: The Reformation 25: Southern Africa 28: Caring for the World
6.13	The fundamental questions of economics include what to produce, how to produce and for whom to produce.	11: Ancient Oceania 13: Ancient Israelites 17: Politics and Government for the Ages
6.14	When regions and/or countries specialize, global trade occurs.	3: Studying the Earth 9: Ancient Japan 11: Ancient Oceania 13: Ancient Israelites 17: Politics and Government for the Ages 18: World Economies 25: Southern Africa
6.15	The interaction of supply and demand, influenced by competition, helps to determine price in a market. This	18: World Economies



Ohio Social Studies STANDARDS CORRELATION

6

Standards		Weekly Issues
	interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	
6.16	When selecting items to buy, individuals can compare the price and quality of available goods and services.	27: Internal Organizations

Week	Title	Standards Covered
Unit 1: Myself and Others		
1	School Rules/ Manners	<p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities. 1.b. Completes activities with increasingly complex steps. 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset</p> <p>2.a. Develops a growth mindset.</p> <p>Artistic Engagement and Expression</p> <p>1.a. Expresses ideas and feelings through visual art. 1.b. Expresses self creatively through music and dance.</p> <p>Creativity and Play</p> <p>2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness</p> <p>2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness</p> <p>3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing</p> <p>4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.</p> <p>Number Sense</p> <p>1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p> <p>Geometry</p> <p>4.a. Develops ability to recognize shapes and their attributes.</p>

Week	Title	Standards Covered
		<p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.a. Develops awareness of one's own culture and other characteristics of groups of people. 1.c. Develops understanding that everyone has rights and responsibilities within a group. 1.d. Develops ability to take care of materials in the environment.</p>
2	All About Me	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>

Week	Title	Standards Covered
		<p>Language and Communication</p> <ul style="list-style-type: none"> 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text. <p>Phonological Awareness</p> <ul style="list-style-type: none"> 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme. <p>Print Awareness</p> <ul style="list-style-type: none"> 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet. <p>Emergent Writing</p> <ul style="list-style-type: none"> 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp. <p>Number Sense</p> <ul style="list-style-type: none"> 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality. <p>Number Relationships and Operations</p> <ul style="list-style-type: none"> 2.a. Develops understanding of number relationships and operations. <p>Measurement</p> <ul style="list-style-type: none"> 3.b. Develops the ability to sort. <p>Geometry</p> <ul style="list-style-type: none"> 4.a. Develops ability to recognize shapes and their attributes. <p>Motor Development</p> <ul style="list-style-type: none"> 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination. <p>Wellness</p> <ul style="list-style-type: none"> 2.a. Develops knowledge about the body, its parts, and how it functions. <p>Science Inquiry and Application</p> <ul style="list-style-type: none"> 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect. <p>Self-Awareness</p> <ul style="list-style-type: none"> 1.a. Develops and expands understanding of oneself as a unique person. 1.b. Develops understanding of emotions.

Week	Title	Standards Covered
		<p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>
3	Feelings	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>

Week	Title	Standards Covered
		<p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person. 1.b. Develops understanding of emotions.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.a. Develops awareness of one's own culture and other characteristics of groups of people. 1.b. Develops a basic understanding of needs and wants.</p>
4	Family and Friends	<p>Engagement and Persistence 1.b. Completes activities with increasingly complex steps. 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p>

Week	Title	Standards Covered
		<p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p>

Week	Title	Standards Covered
		<p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>
Unit 2: My Community		
5	In the Neighborhood	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.b. Completes activities with increasingly complex steps. 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.d. Participates in conversations with increasing application of turn-taking skills. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p>

Week	Title	Standards Covered
		<p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Measurement 3.a. Develops knowledge of measurement to compare and describe objects. 3.b. Develops the ability to sort. 3.c. Develops understanding of patterns.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>

Week	Title	Standards Covered
		<p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults.</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment</p> <p>1.c. Develops understanding that everyone has rights and responsibilities within a group.</p> <p>1.d. Develops ability to take care of materials in the environment.</p>
6	Workers and Helpers	<p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities.</p> <p>1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset</p> <p>2.a. Develops a growth mindset.</p> <p>Memory</p> <p>1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought</p> <p>2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning</p> <p>3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility</p> <p>4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression</p> <p>1.a. Expresses ideas and feelings through visual art.</p> <p>1.b. Expresses self creatively through music and dance.</p> <p>Creativity and Play</p> <p>2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language.</p> <p>1.b. Develops and expands understanding of vocabulary and concepts.</p> <p>1.c. Communicates using increasingly complex language.</p> <p>1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness</p> <p>2.a. Develops awareness of syllables in spoken words.</p> <p>2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p> <p>2.c. Develops understanding of rhyme.</p>

Week	Title	Standards Covered
		<p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality. 1.d. Develops ability to recognize and name written numerals.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Measurement 3.b. Develops the ability to sort.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>

Week	Title	Standards Covered
		<p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults.</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment</p> <p>1.b. Develops a basic understanding of needs and wants</p>
7	Staying Healthy	<p>Engagement and Persistence</p> <p>1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset</p> <p>2.a. Develops a growth mindset.</p> <p>Memory</p> <p>1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought</p> <p>2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning</p> <p>3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility</p> <p>4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression</p> <p>1.a. Expresses ideas and feelings through visual art.</p> <p>Creativity and Play</p> <p>2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language.</p> <p>1.b. Develops and expands understanding of vocabulary and concepts.</p> <p>Phonological Awareness</p> <p>2.c. Develops understanding of rhyme.</p> <p>Print Awareness</p> <p>3.a. Develops knowledge of print organization.</p> <p>Emergent Writing</p> <p>4.a. Develops understanding that writing represents spoken language.</p>

Week	Title	Standards Covered
		<p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination. 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence. 2.c. Consumes healthy food and develops healthy eating habits. 2.d. Develops healthy sleep and rest behaviors. 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person. 1.b. Develops understanding of emotions.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>People, Communities, and their Environment 1.a. Develops awareness of one's own culture and other characteristics of groups of people. 1.b. Develops a basic understanding of needs and wants.</p>

Week	Title	Standards Covered
8	Staying Safe	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.c. Communicates using increasingly complex language.</p> <p>Motor Development 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>
Unit 3: This Big World		
9	Maps	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>

Week	Title	Standards Covered
		<p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art. 1.b. Expresses self creatively through music and dance.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Measurement 3.a. Develops knowledge of measurement to compare and describe objects. 3.b. Develops the ability to sort. 3.c. Develops understanding of patterns.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p>

Week	Title	Standards Covered
		<p>Motor Development</p> <p>1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p> <p>1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness</p> <p>2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>2.c. Consumes healthy food and develops healthy eating habits.</p> <p>2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p> <p>2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Science Inquiry and Application</p> <p>1.a. Explores and investigates objects and events in the environment.</p> <p>1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness</p> <p>1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation</p> <p>2.a. Begins to manage emotions and actions.</p> <p>Social Awareness</p> <p>3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults.</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment</p> <p>1.d. Develops ability to take care of materials in the environment.</p>
10	Land and Water	<p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities.</p> <p>1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset</p> <p>2.a. Develops a growth mindset.</p> <p>Memory</p> <p>1.a. Develops the ability to recall information about objects, people, and past experiences.</p>

Week	Title	Standards Covered
		<p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art. 1.b. Expresses self creatively through music and dance.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language. 4.b. Draws and writes using increasingly sophisticated grasp.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality. 1.d. Develops ability to recognize and name written numerals.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Measurement 3.a. Develops knowledge of measurement to compare and describe objects. 3.b. Develops the ability to sort. 3.c. Develops understanding of patterns.</p>

Week	Title	Standards Covered
		<p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence. 2.c. Consumes healthy food and develops healthy eating habits. 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment.</p>
11	Living Things	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>

Week	Title	Standards Covered
		<p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.c. Communicates using increasingly complex language.</p> <p>Motor Development 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>
12	Outer Space	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p>

Week	Title	Standards Covered
		<p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.c. Communicates using increasingly complex language.</p> <p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p> <p>Measurement 3.a. Develops knowledge of measurement to compare and describe objects.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes.</p> <p>Motor Development 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills. 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p>

Week	Title	Standards Covered
		<p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>
13	Giving Thanks	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence. 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>

Week	Title	Standards Covered
		<p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults.</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment</p> <p>1.a. Develops awareness of one's own culture and other characteristics of groups of people.</p> <p>1.b. Develops a basic understanding of needs and wants.</p> <p>1.d. Develops ability to take care of materials in the environment</p>
Unit 4: Cause and Effect		
14	The Sun and Moon	<p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities.</p> <p>1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset</p> <p>2.a. Develops a growth mindset.</p> <p>Memory</p> <p>1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought</p> <p>2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning</p> <p>3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility</p> <p>4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication</p> <p>1.c. Communicates using increasingly complex language.</p> <p>Motor Development</p> <p>1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness</p> <p>2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Self-Awareness</p> <p>1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation</p> <p>2.a. Begins to manage emotions and actions.</p>

Week	Title	Standards Covered
		<p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p>
15	Weather and Seasons	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.c. Communicates using increasingly complex language.</p> <p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>

Week	Title	Standards Covered
		<p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment.</p>
16	Wintertime	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.c. Communicates using increasingly complex language.</p>

Week	Title	Standards Covered
		<p>Phonological Awareness 2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Emergent Writing 4.a. Develops understanding that writing represents spoken language.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment.</p>
17	Celebrations	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Mindset 2.a. Develops a growth mindset.</p>

Week	Title	Standards Covered
		<p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Symbolic Thought 2.a. Demonstrates increasing ability to think symbolically.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Cognitive Flexibility 4.a. Develops ability to be flexible in own thinking and behavior.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.c. Communicates using increasingly complex language.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.b. Demonstrates personal health and self-care practices with increasing independence.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Geometry 4.b. Develops understanding of spatial relationships.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.a. Develops awareness of one's own culture and other characteristics of groups of people</p>

Week	Title	Standards Covered
Unit 5: People and Places		
18	Stories From Around the World	<p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.e. Develops comprehension of read-aloud text.</p> <p>Relationship Skills</p> <p>4.b. Develops socially competent behaviors with peers.</p>
19	All Together Now	<p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.e. Develops comprehension of read-aloud text.</p> <p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>
20	Many Cultures	<p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.e. Develops comprehension of read-aloud text.</p> <p>Phonological Awareness</p> <p>2.a. Develops awareness of syllables in spoken words. 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words. 2.c. Develops understanding of rhyme.</p> <p>Print Awareness</p> <p>3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Wellness</p> <p>2.c. Consumes healthy food and develops healthy eating habits.</p> <p>Number Sense</p> <p>1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>

Week	Title	Standards Covered
21	Past, Present, and Future	<p>Engagement and Persistence 1.c. Persists in completing a task with increasing concentration.</p> <p>Memory 1.a. Develops the ability to recall information about objects, people, and past experiences.</p> <p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Number Relationships and Operations 2.a. Develops understanding of number relationships and operations.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>
22	Going Places	<p>Motor Development 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions. 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.</p> <p>Geometry 4.b. Develops understanding of spatial relationships.</p>
23	Symbols of Unity	<p>Measurement 3.b. Develops the ability to sort.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.c. Develops understanding that everyone has rights and responsibilities within a group</p>

Week	Title	Standards Covered
Unit 6: Changes		
24	Look, Explore, Learn	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Language and Communication 1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts. 1.c. Communicates using increasingly complex language. 1.e. Develops comprehension of read-aloud text.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination. 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment</p>
25	Solving Problems	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p>

Week	Title	Standards Covered
		<p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art. 1.b. Expresses self creatively through music and dance.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment</p>
26	A World of Things	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Artistic Engagement and Expression 1.a. Expresses ideas and feelings through visual art.</p> <p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>

Week	Title	Standards Covered
		<p>People, Communities, and their Environment</p> <p>1.d. Develops ability to take care of materials in the environment</p>
27	Forces and Motion	<p>Science Inquiry and Application</p> <p>1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Language and Communication</p> <p>1.a. Demonstrates understanding of increasingly complex language. 1.b. Develops and expands understanding of vocabulary and concepts.</p> <p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p> <p>Problem-Solving and Reasoning</p> <p>3.a. Uses increasingly complex strategies to solve problems.</p> <p>Motor Development</p> <p>1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Self-Regulation</p> <p>2.a. Begins to manage emotions and actions.</p> <p>Social Awareness</p> <p>3.a. Develops empathy toward and understanding of others.</p> <p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p>
28	Life Cycles	<p>Science Inquiry and Application</p> <p>1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Motor Development</p> <p>1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness</p> <p>2.a. Develops knowledge about the body, its parts, and how it functions. 2.c. Consumes healthy food and develops healthy eating habits.</p>

Week	Title	Standards Covered
		<p>Number Sense 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order. 1.b. Develops understanding of one-to-one correspondence and cardinality.</p> <p>Geometry 4.a. Develops ability to recognize shapes and their attributes. 4.b. Develops understanding of spatial relationships.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>
29	Springtime	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>
Unit 7: Choices		
30	Making, Buying, and Selling	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.c. Persists in completing a task with increasing concentration.</p>

Week	Title	Standards Covered
		<p>Relationship Skills</p> <p>4.a. Develops secure, trusting relationships with adults.</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Awareness</p> <p>1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation</p> <p>2.a. Begins to manage emotions and actions.</p> <p>Social Awareness</p> <p>3.a. Develops empathy toward and understanding of others.</p> <p>Creativity and Play</p> <p>2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>People, Communities, and their Environment</p> <p>1.b. Develops a basic understanding of needs and wants.</p> <p>1.d. Develops ability to take care of materials in the environment.</p>
31	Jobs and Money	<p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities.</p> <p>Relationship Skills</p> <p>4.b. Develops socially competent behaviors with peers.</p> <p>4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Creativity and Play</p> <p>2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>People, Communities, and their Environment</p> <p>1.d. Develops ability to take care of materials in the environment.</p>
32	Farms and Food Sources	<p>Science Inquiry and Application</p> <p>1.a. Explores and investigates objects and events in the environment.</p> <p>1.b. Develops ability to reason about cause and effect.</p> <p>Engagement and Persistence</p> <p>1.a. Engages in new and unfamiliar experiences and activities.</p> <p>Phonological Awareness</p> <p>2.a. Develops awareness of syllables in spoken words.</p> <p>2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p> <p>2.c. Develops understanding of rhyme.</p>

Week	Title	Standards Covered
		<p>Print Awareness 3.a. Develops knowledge of print organization. 3.b. Develops knowledge of the alphabet.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>People, Communities, and their Environment 1.d. Develops ability to take care of materials in the environment.</p>
Unit 8: Life All Around Us		
33	Habitats	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Phonological Awareness 2.c. Develops understanding of rhyme.</p> <p>Print Awareness 3.b. Develops knowledge of the alphabet.</p> <p>Number Sense 1.d. Develops ability to recognize and name written numerals.</p> <p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p>

Week	Title	Standards Covered
		<p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Motor Development 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>
34	Awesome Animals	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>Motor Development 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Relationship Skills 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities.</p>
35	Patterns	<p>Science Inquiry and Application 1.a. Explores and investigates objects and events in the environment. 1.b. Develops ability to reason about cause and effect.</p>

Week	Title	Standards Covered
		<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities.</p> <p>Problem-Solving and Reasoning 3.a. Uses increasingly complex strategies to solve problems.</p> <p>Motor Development 1.d. Uses senses to guide movement and interactions with objects and other people.</p> <p>Wellness 2.a. Develops knowledge about the body, its parts, and how it functions.</p> <p>Relationship Skills 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Awareness 1.a. Develops and expands understanding of oneself as a unique person.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p> <p>Creativity and Play 2.a. Develops ability to express new ideas through imaginative and inventive play.</p> <p>Measurement 3.b. Develops the ability to sort. 3.c. Develops understanding of patterns</p>
36	What's Next?	<p>Engagement and Persistence 1.a. Engages in new and unfamiliar experiences and activities. 1.b. Completes activities with increasingly complex steps. 1.c. Persists in completing a task with increasing concentration.</p> <p>Relationship Skills 4.a. Develops secure, trusting relationships with adults. 4.b. Develops socially competent behaviors with peers. 4.c. Develops ability to use simple strategies to resolve conflicts with peers.</p> <p>Self-Regulation 2.a. Begins to manage emotions and actions.</p> <p>Social Awareness 3.a. Develops empathy toward and understanding of others.</p>

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	I Am a Member of a Community	K.9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.
2	What Are Rules?	K.10 The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.
3	What Are Laws?	K.10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.
4	Learning and Working Together	K. 9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.
5	Our Government	K.10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.
6	Government Services	K.10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.
7	Important Documents	
8	Citizens	K. 9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.
9	Patriotism	K. 4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.
10	National Symbols	K.4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.
11	National Holidays	K.4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.
12	Sources	
Unit 2: Geography		
13	Map Skills	K .5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. K.6. Models and maps represent real places.
14	Five Themes of Geography	
15	Location	K.5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.
16	Place: Physical Characteristics	K.7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

Week	Title	Standards Covered
17	Place: Human Characteristics	K.8. Individuals are unique but share common characteristics of multiple groups.
18	Human-Environment Interaction	K. 7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
19	Movement	
20	Types of Regions	
21	Culture	K.3 Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.
Unit 3: Economics		
22	Needs and Wants	K.11 Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.
23	Goods and Services	K.12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.
24	Economic Choices	K.11 Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.
25	Economic Activities	K.12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.
26	Spending and Saving	
Unit 4: History		
27	Time	K.1. Time can be measured.
28	Changes Over Time	K.1. Time can be measured. K.2 Personal history can be shared through stories and pictures.
29	Comparing Children Over Time	K.2 Personal history can be shared through stories and pictures.
30	Inventions	
31	Transportation Over Time	
32	Communication Over Time	

Week	Title	Standards Covered
Unit 1: Title		
1	Community	<p>1.8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.</p> <p>1.9 Collaboration requires group members to respect the rights and opinions of others.</p>
2	Rules and Laws	<p>1.8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.</p> <p>1.9 Collaboration requires group members to respect the rights and opinions of others.</p> <p>1.10 Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>
3	Principles of Democracy	1.8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.
4	Purpose and Structure of Government	1.10 Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.
5	Government Services	
6	Important Documents	1.2 Photographs, letters, artifacts, and books can be used to learn about the past.
7	Citizens	1.9 Collaboration requires group members to respect the rights and opinions of others.
8	Patriotism	
9	National Symbols	
10	National Holidays	
11	Founders	
12	Sources	1.2 Photographs, letters, artifacts, and books can be used to learn about the past.
Unit 2: Geography		
13	Map Skills	1.4. Maps can be used to locate and identify places.
14	Five Themes of Geography	1.4. Maps can be used to locate and identify places.
15	Location	1.4. Maps can be used to locate and identify places.

Week	Title	Standards Covered
16	Place: Physical Characteristics	1.5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).
17	Place: Human Characteristics	1.5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).
18	Human-Environment Interaction	1.6. Families interact with the physical environment differently in different times and places.
19	Movement	1.6. Families interact with the physical environment differently in different times and places.
20	Regions of the United States	
21	Culture	1.7. Diverse cultural practices address basic human needs in various ways and may change over time.
Unit 3: Economics		
22	Needs and Wants	1.11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.
23	Goods and Services	1.12. People produce and consume goods and services in the community.
24	Economic Choices	1.11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want. 1.14. Currency is used as a means of economic exchange.
25	Economic Activities	1.12. People produce and consume goods and services in the community. 1.13. People trade to obtain goods and services they want.
26	Spending and Saving	1.14. Currency is used as a means of economic exchange.
Unit 4: History		
27	Time	1.1. Time can be divided into categories (e.g., months of the year, past, present, and future).
28	Changes Over Time	1.2. Photographs, letters, artifacts, and books can be used to learn about the past. 1.7. Diverse cultural practices address basic human needs in various ways and may change over time.
29	Comparing Children Over Time	1.3. The ways basic human needs are met have changed over time.
30	Inventions	1.3. The ways basic human needs are met have changed over time.
31	Transportation Over Time	1.3. The ways basic human needs are met have changed over time.
32	Communication Over Time	1.3. The ways basic human needs are met have changed over time.



Ohio Social Studies
SCOPE & SEQUENCE

1

Week	Title	Standards Covered
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Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	2.10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.
2	Rules and Laws	2.12. There are different rules and laws that govern behavior in different settings.
3	Principles of Democracy	2.10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.
4	Solving Problems	2.10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions. 2.11. Groups are accountable for choices they make and actions they take.
5	Purpose and Structure of Government	2.12. There are different rules and laws that govern behavior in different settings.
6	Government Services	
7	Citizenship	2.10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.
8	Patriotism	
9	National Symbols	
10	Memorials and Monuments	
11	National Holidays	
12	Founders	
13	Culture	2.8. Cultures develop in unique ways, in part through the influence of the physical environment.
14	Cultures Share	2.9 Interactions among cultures lead to sharing ways of life.
15	Sources	2.2 Change over time can be shown with artifacts, maps, and photographs.

Week	Title	Standards Covered
Unit 2: Geography		
16	Map Skills	2.5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
17	Cardinal Directions	2.5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
18	Location	2.5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
19	Place: Physical Characteristics	2.5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places. 2.6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
20	Place: Human Characteristics	2.6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. 2.7. Human activities alter the physical environment, both positively and negatively.
21	Human-Environment Interaction	2.6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
22	Regions of the World	2.5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
Unit 3: Economics		
23	Economics Resources	2.15. Most people around the world work in jobs in which they produce specific goods and services.
24	How Are Goods Produced?	2.14. Resources can be used in various ways.
25	Economic Principles	2.14. Resources can be used in various ways. 2.15. Most people around the world work in jobs in which they produce specific goods and services.
26	Economic Activity	2.16. People use money to buy and sell goods and services.
27	Economic Choices	2.17 People earn income by working.

Week	Title	Standards Covered
Unit 4: History		
28	Sequencing and Chronology	2.1. Time can be shown graphically on calendars and timelines.
29	Innovation Over Time	2.2. Change over time can be shown with artifacts, maps, and photographs. 2.3. Science and technology have changed daily life.
30	Historic Figures	2.4. Biographies can show how peoples' actions have shaped the world in which we live.
31	Solving Problems in Your Community	2.11. Groups are accountable for choices they make and actions they take.
32	Bar Graphs	2.13 Information displayed on bar graphs can be used to compare quantities.



Ohio Social Studies SCOPE & SEQUENCE

3

Week	Title	Standards Covered
Unit 1: History		
1	Lenses of Social Studies	
2	Timelines	3.1 Events in local history can be shown on timelines organized by years, decades and centuries.
3	Sources	3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time.
4	Using Charts, Maps, and Data	3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time. 3.14 Line graphs are used to show changes in data over time.
5	Change Over Time	3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time. 3.3 Local communities change over time.
6	Changing Communities in Ohio	3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time. 3.3 Local communities change over time. 3.14 Line graphs are used to show changes in data over time.
Unit 2: Geography		
7	Map Skills	3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
8	Physical Characteristics	3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. 3.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.
9	Natural Resources	3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. 3.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.
10	Human Characteristics	3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. 3.5 Daily life is influenced by the agriculture, industry and natural resources in



Ohio Social Studies SCOPE & SEQUENCE

3

Week	Title	Standards Covered
		different communities.
11	Physical and Human Characteristics of Ohio	<p>3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <p>3.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.</p>
12	Human-Environment Interaction	3.6 Evidence of human modification of the environment can be observed in the local community.
13	Movement: Transportation	<p>3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time.</p> <p>3.3 Local communities change over time.</p> <p>3.7 Systems of transportation and communication move people, products and ideas from place to place.</p> <p>3.14 Line graphs are used to show changes in data over time.</p>
14	Movement: Communication	<p>3.1 Events in local history can be shown on timelines organized by years, decades and Centuries.</p> <p>3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time.</p> <p>3.3 Local communities change over time.</p> <p>3.7 Systems of transportation and communication move people, products and ideas from place to place.</p> <p>3.14 Line graphs are used to show changes in data over time.</p>
15	Culture	3.8 Communities may include diverse cultural groups.
16	Agriculture	<p>3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time.</p> <p>3.3 Local communities change over time.</p> <p>3.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.</p>
17	Industry	<p>3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time.</p> <p>3.3 Local communities change over time.</p> <p>3.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.</p>



Ohio Social Studies SCOPE & SEQUENCE

3

Week	Title	Standards Covered
Unit 3: Economics		
18	Needs and Wants	3.19 Making decisions involves weighing costs and benefits.
19	Spending and Saving	3.19 Making decisions involves weighing costs and benefits.
20	Producers and Consumers	3.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.
21	Markets	3.1 Events in local history can be shown on timelines organized by years, decades and centuries 3.2 Primary sources such as artifacts, maps and photographs can be used to show change over time. 3.3 Local communities change over time. 3.18 A market is where buyers and sellers exchange goods and services.
22	Economic Activities	3.18 A market is where buyers and sellers exchange goods and services.
23	Interdependence	3.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.
24	Scarcity	3.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.
25	Economic Incentives	3.15 Both positive and negative incentives affect people's choices and behaviors. 3.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made. 3.19 Making decisions involves weighing costs and benefits.
26	Budgeting	3.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.
Unit 4: Government		
27	Rules and Laws	3.11 Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community. 3.12 Governments have authority to make and enforce laws.
28	Purpose of Government	3.11 Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community. 3.12 Governments have authority to make and enforce laws.
29	Rights of Local	3.9 Members of local communities have social and political responsibilities.



Ohio Social Studies SCOPE & SEQUENCE

3

Week	Title	Standards Covered
	Community Members	
30	Responsibilities of Local Community Members	3.9 Members of local communities have social and political responsibilities. 3.14 Line graphs are used to show changes in data over time.
31	Problem-Solving	3.10 Individuals make the community a better place by solving problems in a way that promotes the common good.
32	Structure of Local Government	3.12 Governments have authority to make and enforce laws. 3.13 The structure of local governments may differ from one community to another



Ohio Social Studies SCOPE & SEQUENCE

4

Week	Title	Standards Covered
Unit 1: Geography		
1	Thinking Like a Geographer	4.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.
2	Physical Characteristics of Ohio and the United States	4.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.
3	Human Characteristics of Ohio and the United States	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>
4	Transportation and Communication	<p>4.1 The order of significant events in Ohio and the United States can be shown on a timeline.</p> <p>4.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>4.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p> <p>4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>
5	Movement	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.</p> <p>4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>
6	Human-Environment Interaction	4.12 People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.
7	Culture	4.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.
Unit 2: Economics		
8	Types of Resources	4.21 Entrepreneurs in Ohio and the United States organize productive resources



Ohio Social Studies SCOPE & SEQUENCE

4

Week	Title	Standards Covered
		and take risks to make a profit and compete with other producers. 4.22 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.
9	Goods and Services	4.21 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. 4.22 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.
10	Producers and Consumers	4.21 Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.
11	Economy of Ohio	4.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. 4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.
12	Personal Finance	4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues. 4.22 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.
Unit 3: Government		
13	Foundations of Government	4.2 Primary and secondary sources can be used to create historical narratives. 4.17 Laws can protect rights, provide benefits, and assign responsibilities. 4.18 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. 4.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.
14	Structure and Functions of Government	4.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.
15	Government of Ohio	4.2 Primary and secondary sources can be used to create historical narratives. 4.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise. 4.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.



Ohio Social Studies SCOPE & SEQUENCE

4

Week	Title	Standards Covered
16	Rights and Responsibilities of Citizens	<p>4.15 Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>4.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.</p>
Unit 4: Historical Analysis		
17	Historical Thinking Skills	<p>4.1 The order of significant events in Ohio and the United States can be shown on a timeline.</p> <p>4.2 Primary and secondary sources can be used to create historical narratives.</p>
18	Sources	4.2 Primary and secondary sources can be used to create historical narratives.
19	Using Data	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>
Unit 5: History		
20	Native People of Ohio	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p>
21	European Exploration of North America	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p>
22	Colonization of North America and Ohio	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p>
23	French and Indian War	<p>4.1 The order of significant events in Ohio and the United States can be shown on a timeline.</p> <p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p>
24	The Road to Revolution	4.1 The order of significant events in Ohio and the United States can be shown on a timeline.



Ohio Social Studies SCOPE & SEQUENCE

4

Week	Title	Standards Covered
		<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p>
25	The American Revolution	<p>4.1 The order of significant events in Ohio and the United States can be shown on a timeline.</p> <p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>4.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p>
26	Founders and the Process	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>4.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</p> <p>4.18 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>
27	The Northwest Ordinance to Ohio Statehood	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>4.5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.</p> <p>4.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>
28	The War of 1812	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American</p>



Ohio Social Studies SCOPE & SEQUENCE

4

Week	Title	Standards Covered
		<p>Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>4.6 Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.</p>
29	The United States in the Early 1800s	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.11 The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p> <p>4.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.</p> <p>4.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.</p> <p>4.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p> <p>4.20 Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>
30	The Abolitionist Movement and the Underground Railroad	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.3 Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.</p> <p>4.7 Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.</p>
Unit 6: Connecting Ohio to the United States		
31	Innovators from Ohio	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.8 Many technological innovations that originated in Ohio benefited the United States.</p>
32	Contributions of Ohioans to the United States	<p>4.2 Primary and secondary sources can be used to create historical narratives.</p> <p>4.8 Many technological innovations that originated in Ohio benefited the United States.</p>



Ohio Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
Unit 1: Geography		
1	Geographic Tools	5.4 Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
2	Geographic Data	5.11 Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information. 5.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
3	Location	5.5 Latitude and longitude can be used to make observations about location and generalizations about climate.
4	North American Regions	5.6 Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.
5	Physical Environments of North America	5.6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics. 5.7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
6	Regions of South America	5.6 Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.
7	Physical Environments of South America	5.6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics. 5.7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
8	Human-Environment Interaction in North America	5.7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
9	Human-Environment Interaction in South America	5.7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
10	Cultural Diversity: Architecture, Arts, and Food	5.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity. 5.10 The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of

Week	Title	Standards Covered
		world cultures.
11	Cultural Diversity: Celebrations, Language, and Religion	<p>5.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.</p> <p>5.10 The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.</p>
Unit 2: Life in the Americas		
12	Chronological Timelines	<p>5.1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</p> <p>5.7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.</p>
13	Historical Sources	5.1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
14	Ancient Civilizations of the Americas	5.2 Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.
15	American Indian Tribes	5.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
16	American Indian Governments and Culture	5.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
17	Trade and Economics in Western Hemisphere	<p>5.2 Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</p> <p>5.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</p>
Unit 3: European Exploration and Colonization		
18	European Explorations of the Americas	<p>5.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.</p> <p>5.4 Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which</p>



Ohio Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		information to include in maps.
19	The Columbian Exchange	<p>5.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.</p> <p>5.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.</p>
20	Colonization	5.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.
21	Lasting Effects of Colonization	5.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.
Unit 4: Economics		
22	Resources	5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.
23	Goods and Services	<p>5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>5.16 The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity."</p>
24	Specialization and Division of Labor	<p>5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>5.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>
25	Interdependence	5.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
26	Trade	<p>5.14 The choices made by individuals and governments have both present and future consequences.</p> <p>5.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>
27	Entrepreneurship	5.14 The choices made by individuals and governments have both present and future consequences.



Ohio Social Studies SCOPE & SEQUENCE

5

Week	Title	Standards Covered
		5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.
28	Government and Economics	<p>5.11 Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p>5.12 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</p> <p>5.14 The choices made by individuals and governments have both present and future consequences.</p>
29	Import and Exports of the Americas	<p>5.11 Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p>5.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p>
Unit 5: Financial Literacy		
30	Earning Income	<p>5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>5.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>
31	Spending, Saving, and Investing	<p>5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>5.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>
32	Careers and Economic Choices	<p>5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>5.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>

Week	Title	Standards Covered
Regions and People of the Eastern Hemisphere (Grade 6)		
1	A Geoscheme for All of Us	<p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.4 Latitude and longitude can be used to identify absolute location.</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p>
2	Planet Earth	<p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p>
3	Studying the Earth	<p>6.1 Multiple tier timelines can be used to show relationships among events and places.</p> <p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>

Week	Title	Standards Covered
4	Early Humans	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p>
5	Mesopotamia and the Phoenicians	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</p>
6	Early Civilizations of India	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p>
7	Ancient Egypt	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p>

Week	Title	Standards Covered
		6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
8	Ancient China	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>
9	Ancient Japan	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>

Week	Title	Standards Covered
10	Ancient Africa	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p>
11	Ancient Oceania	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p> <p>6.13 The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>
12	The Persian Empire	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern</p>

Week	Title	Standards Covered
		<p>Hemisphere today.</p> <p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</p>
13	Ancient Israelites	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p> <p>6.13 The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>
14	Ancient Greeks	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p>

Week	Title	Standards Covered
		<p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>
15	Ancient Romans	<p>6.1 Multiple tier timelines can be used to show relationships among events and places.</p> <p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>
16	Roman Decline and Germanic Tribes	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.4 Latitude and longitude can be used to identify absolute location.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and</p>

Week	Title	Standards Covered
		<p>economic characteristics</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>
17	Politics and Government for the Ages	<p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p> <p>6.11 Economists compare data sets to draw conclusions about relationships among them.</p> <p>6.13 The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>
18	World Economies	<p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.11 Economists compare data sets to draw conclusions about relationships among them.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p> <p>6.15 The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.</p>
19	Christianity	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p>
20	Islamic Empire	<p>6.2 Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p>

Week	Title	Standards Covered
		<p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p>
21	Hinduism and Buddhism	<p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p>
22	The Reformation	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>
23	Western Asia	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>

Week	Title	Standards Covered
24	Northern Africa	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>
25	Southern Africa	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p> <p>6.14 When regions and/or countries specialize, global trade occurs.</p>
26	Modern Oceania	<p>6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.8 Diffusion of agricultural practices and products, technology, cultural</p>

Week	Title	Standards Covered
		<p>practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</p> <p>6.11 Economists compare data sets to draw conclusions about relationships among them.</p>
27	Internal Organizations	<p>6.5 Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</p> <p>6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p> <p>6.16 When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.</p>
28	Caring for the World	<p>6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</p> <p>6.7 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>