

Standards		Weekly Issues
PH 1: Health and Safety Practices		
PH 1.a	Children engage in structured and unstructured physical activity.	3: Feelings 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 12: Outer Space 20: Many Cultures 22: Going Places
PH 1.b	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	1: School Rules 5: In the Neighborhood 7: Staying Healthy 8: Staying Safe
PH 1.c	Children develop self-help skills	6: Workers and Helpers 7: Staying Healthy
PH 2: Gross Motor Development		
PH 2.a	Children develop large-muscle control, strength, and coordination	3: Feelings 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 20: Many Cultures 22: Going Places
PH 2.b	Children develop traveling skills	1: School Rules 2: All About Me 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 20: Many Cultures 22: Going Places
PH 3: Fine Motor Development		
PH 3.a	Children develop small-muscle control, strength, and coordination	3: Feelings 5: In the Neighborhood 6: Workers and Helpers

Standards		Weekly Issues
		7: Staying Healthy 9: Maps 10: Land and Water 15: Weather and Seasons 20: Many Cultures
PH 3.b	Children develop writing and drawing skills.	All Weeks
SE 1: Relationships with Others		
SE 1.a	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives	1: School Rules 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 13: Giving Thanks 17: Celebrations 21: Past, Present, and Future 36: What's Next?
SE 1.b	Children engage in positive relationships and interactions with other children.	1: School Rules 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 13: Giving Thanks 18: Stories From Around the World 19: All Together Now 36: What's Next?
SE 2: Sense of Self		
SE 2.a	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	2: All About Me 6: Workers and Helpers 7: Staying Healthy 9: Maps 13: Giving Thanks 19: All Together Now 20: Many Cultures 23: Symbols of Unity
SE 2.b	Children develop the confidence to complete an action	1: School Rules

Standards		Weekly Issues
	successfully or independently.	21: Past, Present, and Future
SE 3: Self-Regulation		
SE 3.a	Children develop the ability to identify, express, and manage their emotions.	2: All About Me 3: Feelings 4: Family and Friends 13: Giving Thanks 19: All Together Now 24: Look, Explore, Learn 25: Solving Problems 27: Forces and Motion 22: Going Places
SE 3.b	Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.	1: School Rules 3: Feelings 4: Family and Friends 8: Staying Safe 13: Giving Thanks 24: Look, Explore, Learn 25: Solving Problems 27: Forces and Motion 36: What's Next?
LD 1: Receptive/Interpretive Language		
LD 1.a	Children attend to, understand, and respond to increasingly complex language.	2: All About Me 3: Feelings 4: Family and Friends 16: Wintertime 24: Look, Explore, Learn 26: A World of Things
LD 2: Expressive Language		
LD 2.a	Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	26: A World of Things 27: Forces and Motion
LD 3: Pragmatics		
LD 3.a	Children understand, follow, and use appropriate social and conversational rules.	2: All About Me 14: The Sun and the Moon 26: A World of Things

Standards		Weekly Issues
LD 4: Language Development of Multilingual Learners		
LD 4.a	Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s).	
LD 4.b	Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).	
L 1: Phonological Awareness		
L 1.a	Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).	3: Feelings 15: Weather and Seasons 16: Wintertime 20: Many Cultures 32: Farms and Food Sources
L 2: Print Concepts		
L 2.a	Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.	5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 20: Many Cultures 32: Farms and Food Source
L 2.b	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	1: School Rules 3: Feelings
L 3: Comprehension and Interest		
L 3.a	Children show interest in and an understanding of a variety of literacy experiences.	2: All About Me 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 11: Living Things

Standards		Weekly Issues
		12: Outer Space 13: Giving Thanks 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures
L 4: Language Development of Multilingual Learners		
L 4.a	Multilingual children become increasingly engaged in literacy experiences in English and their home language(s).	
L 5: Emergent Writing		
L 5.a	Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.	1: School Rules 2: All About Me 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 9: Maps 10: Land and Water 12: Outer Space 17: Celebrations 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime
CD 1: Logic and Reasoning		
CD 1.a	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	1: School Rules 4: Family and Friends 26: A World of Things 27: Forces and Motion 33: Habitats
CD 2: Memory and Working Memory		
CD 2.a	Children hold information in their mind and manipulate it to perform tasks.	1: School Rules 4: Family and Friends 26: A World of Things 27: Forces and Motion 33: Habitats

Standards		Weekly Issues
CD 3: Attention and Inhibitory Control		
CD 3.a	Children's skills increase in filtering impulses and sustaining attention on a task.	1: School Rules 2: All About Me 3: Feelings 5: In the Neighborhood 6: Workers and Helpers 8: Staying Safe 9: Maps 10: Land and Water 15: Weather and Seasons 16: Wintertime 17: Celebrations 18: Stories from Around the World 21: Past, Present, and Future 24: Look, Explore, and Learn
CD: Cognitive Flexibility		
CD 4.a	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	1: School Rules 7: Staying Healthy
M 1: Number Sense and Quantity		
M 1.a	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	2: All About Me 4: Family and Friends 6: Workers and Helpers 10: Land and Water 11: Living Things 20: Many Cultures 21: Past, Present, and Future 28: Life Cycles 33: Habitats
M 2: Number Relationships and Operations		
M 2.a	Children learn to use numbers to compare quantities and solve mathematical situations.	2: All About Me 4: Family and Friends 5: In the Neighborhood 9: Maps 10: Land and Water 12: Outer Space 21: Past, Present, and Future
M 3: Classification and Patterning		

Standards		Weekly Issues
M 3.a	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	2: All About Me 9: Maps 23: Symbols of Unity 25: Solving Problems 32: Farms and Food Sources 34: Awesome Animals 35: Patterns
M 4: Measurement, Comparison, and Ordering		
M 4.a	Children learn to measure objects by their various attributes to make comparisons.	2: All About Me 4: Family and Friends 5: In the Neighborhood 9: Maps 10: Land and Water 12: Outer Space
M 5: Geometry and Spatial Sense		
M 5.a	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	1: School Rules 28: Life Cycles 32: Farms and Food Sources 22: Going Places 23: Symbols of Unity
S 1: Scientific Practices and Application		
S 1.a	Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.	2: All About Me 4: Family and Friends 6: Workers and Helpers 7: Staying Healthy 9: Maps 10: Land and Water 11: Living Things 12: Outer Space 14: The Sun and the Moon 24: Look, Explore, Learn 25: Solving Problems 26: A World of Things 27: Forces and Motion 28: Life Cycles 29: Springtime 33: Habitats 34: Awesome Animals 35: Patterns

Standards		Weekly Issues
S 2: Physical Science		
S 2.a	Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).	14: The Sun and the Moon 22: Going Places 26: A World of Things 27: Forces and Motion
S 3: Earth and Space Science		
S 3.a	Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.	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 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 33: Habitats 34: Awesome Animals 35: Patterns
S 4: Life Science		
S 4.a	Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.	3: Feelings 7: Staying Healthy 10: Land and Water 11: Living Things 16: Wintertime 28: Life Cycles 29: Springtime 33: Habitats 34: Awesome Animals
SS 1: Civics & Government		
SS 1.a	Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.	1: School Rules 3: Feelings 4: Family and Friends 5: In the Neighborhood 6: Workers and Helpers 7: Staying Healthy 8: Staying Safe

Standards		Weekly Issues
		23: Symbols of Unity 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources 36: What's Next?
S 2: Economics		
SS 2.a	Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.	6: Workers and Helpers 7: Staying Healthy 30: Making, Buying, and Selling 31: Jobs and Money 32: Farms and Food Sources
SS 3: History		
SS 3.a	Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.	15: Weather and Seasons 16: Wintertime 21: Past, Present, and Future 23: Symbols of Unity 25: Solving Problems 27: Forces and Motion 29: Springtime 32: Farms and Food Sources 35: Patterns 36: What's Next?
SS 3.b	Children gain awareness of themselves and others as members of diverse families, communities, and cultures.	2: All About Me 3: Feelings 4: Family and Friends 7: Staying Healthy 13: Giving Thanks 17: Celebrations 18: Stories From Around the World 19: All Together Now 20: Many Cultures 23: Symbols of Unity 30: Making, Buying, and Selling 31: Jobs and Money 36: What's Next?
SS 4: Geography		
SS 4.a	Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.	5: In the Neighborhood 7: Staying Healthy 8: Staying Safe 9: Maps

Standards		Weekly Issues
		10: Land and Water 11: Living Things 12: Outer Space 18: Stories From Around the World 22: Going Places 31: Jobs and Money 32: Farms and Food Sources
CA 1: Experimentation and Participation in the Creative Arts		
CA 1.a	Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.	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 11: Living Things 12: Outer Space 25: Solving Problems

Standards

Weekly Issues

SSK.1.1	Members of and roles in families: Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature	Week 1 I Am a Member of a Community Week 3 What are Rules?
SSK.1.2	Family locations in the local community: Explain the physical location of students' and classmates' families within the community and the relationships between families and the Community	Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
SSK.1.3	Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature	Week 10 Patriotism Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 28 Holidays Around the World
SSK.1.4	Family needs and wants: Explain the differences between needs and wants and how these concepts impact family units	Week 29 Needs and Wants Week 30 Economics Week 31 Jobs Week 32 Spending and Saving
SSK.2.1	School location in the local community: Analyze the school's place within the local community geographically, socially, and economically	Week 14 Location Week 15 Finding Places Around Me Week 18 Human Characteristics of a Place Week 19 My Place on the Map
SSK.2.2	Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 7 Learning and Working Together Week 8 Citizens
SSK.2.3	Classroom citizenship: Explain the roles and responsibilities of being classroom citizens	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 8 Citizens

Standards

Weekly Issues

SSK.2.4	School holidays and traditions: Explain traditions and holidays that are celebrated and recognized at school	Week 12 National Patriotic Holidays Week 28 Holidays Around the World
SSK.3.1	Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined	Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 18 Human Characteristics of a Place Week 19 My Place on the Map
SSK.3.2	Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
SSK.3.3	Neighborhood and community traditions and celebrations: Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature	Week 12 National Patriotic Holidays Week 28 Holidays Around the World
SSK.4.1	Families around the world: Analyze families and family traditions in other parts of the world	Week 27 Culture Week 28 Holidays Around the World
SSK.4.2	Schools around the world: Analyze the similarities and differences in what school is like around the world	
SSK.4.3	Neighborhoods around the world: Analyze the similarities and differences in what neighborhoods are like in places around the world	Week 27 Culture Week 28 Holidays Around the World

Standards		Weekly Issues
SS1.1.1	Understanding community Explain what makes a community a community	Week 1 Community
SS1.1.2	Reading maps and understanding directions Explain how to read a map for various purposes such as identifying addresses and sharing directions	Week 14 Map Skills Week 15 Location
SS1.1.3	Physical features of the local community Explain the physical features of the local community and its available goods and services	Week 16 Physical Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
SS1.1.4	Natural resources in the local community Explain the use of available natural resources in the local community	Week 16 Physical Characteristics of a Place Week 18 Adapting to Our Environment
SS1.2.1	Culture and diversity in the community Analyze the culture and diversity in local communities	Week 25 Culture Week 26 Folktales and Legends
SS1.2.2	How communities change Analyze the ways communities change	Week 5 Government Services Week 17 Human Characteristics of a Place Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
SS1.3.1	Goods and services in the community Analyze the use of goods and services in the local community	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy
SS1.3.2	Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy
SS1.3.3	How money works Explain the role of money and how people handle scarcity and abundance	Week 28 Economics Week 29 Economic Choices Week 32 Spending and Saving
SS1.4.1	Community citizenship Analyze the rights and responsibilities that come with being a citizen of a	Week 1 Community Week 3 Rules and Laws

Standards		Weekly Issues
	community	Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens
SS1.4.2	Community leaders Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader	Week 2 Authority Figures Week 4 Government Week 5 Government Services
SS1.4.3	Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 8 Citizens
SS1.4.4	Resolving problems Explain how to resolve problems in different settings	Week 9 Characteristics of Responsible Citizens
SS1.4.5	Creating positive social change Explain how people create positive social change and the ways students can contribute	Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
SS1.5.1	Learning about nearby communities Analyze the similarities and differences in the characteristics of nearby local communities	Week 25 Culture
SS1.5.2	Learning about other communities in the United States Analyze the similarities and differences in the characteristics of communities throughout the United States	Week 25 Culture
SS1.5.3	Learning about other communities in the world Analyze the similarities and differences in the characteristics of communities throughout the world	Week 25 Culture

Standards		Weekly Issues
SS2.1.1	Understanding maps and globes Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses	Week 17 Map Skills Week 18 Location
SS2.1.2	Physical features of the globe Explain global physical and geographical features	Week 17 Map Skills Week 19 Physical Features of Places Week 24 Regions of the World
SS2.1.3	Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement	Week 19 Physical Features of Places Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity
SS2.1.4	Global environments Analyze different global environments and how the environment affects human settlement patterns and migration	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 24 Regions of the World
SS2.2.1	Culture and diversity around the world Analyze the culture and diversity of communities around the world	Week 23 Culture
SS2.2.2	Human interactions with and effects on global environments Analyze global environmental challenges that happen as a result of human-environmental interactions	Week 21 Humans and the Environment Week 24 Regions of the World
SS2.2.3	Migrations and movement Analyze the reasons why people move throughout the world and the effects of migration	Week 22 Movement
SS2.3.1	Local cultures and their global connections Analyze ways local communities are influenced by global cultural heritages	Week 23 Culture
SS2.3.2	Global goods and services Analyze how goods and services are traded around the world and contribute to a global economy	Week 29 Economic Principles

Standards		Weekly Issues
SS2.3.3	Global communications Analyze how the world is interconnected through global communications	
SS2.4.1	Global citizenship Analyze the responsibilities and actions of a global citizen	Week 11 Citizenship
SS2.4.2	Global leaders Analyze types of governments around the world and what makes a person a global leader	Week 7 The Purpose of Government Week 8 The Structure of National Government
SS2.4.3	Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other	Week 4 Rules and Laws Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government
SS2.4.4	Conflicts and resolution Explain why governments experience conflict with one another and ways they work together to resolve conflict	Week 31 Solving Problems in Your Community
SS2.4.5	Creating Change Explain how people have brought social change to the world and ways students can contribute to positive change	Week 31 Solving Problems in Your Community

Standards		Weekly Issues
SS3.1.1	Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today	Week 2 Sources Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 23 Using Charts, Maps, and Data
SS3.1.2	United States geography and environment Explain the geography of the United States and its neighbors	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2
SS3.1.3	States and territories Explain what states and territories are and their locations within the United States	#N/A
SS3.1.4	National government Analyze components of the United States government	Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government
SS3.1.5	The United States today Analyze the population and industries in the United States today	Week 12 We the People Week 21 Migration Week 24 Communities Over Time
SS3.2.1	Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
SS3.2.2	States in the Northeast Explain the states that make up the Northeastern region including their admittance to the United States and their identities	
SS3.2.3	Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time	Week 21 Migration Week 24 Communities Over Time Week 32 Inquiry - Interdependence in your Community
SS3.2.4	The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community

Standards		Weekly Issues
SS3.3.1	Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
SS3.3.2	States and territories in the Southeast Explain the states and territories that make up the Southeastern region including their admittance or incorporation to the United States and their identities	
SS3.3.3	Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time	Week 21 Migration Week 24 Communities Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
SS3.3.4	The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community
SS3.4.1	Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
SS3.4.2	States in the Midwest Explain the states that make up the Midwestern region including their admittance to the United States and their identities	
SS3.4.3	Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time	Week 21 Migration Week 24 Communities Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
SS3.4.4	The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence

Standards		Weekly Issues
	its social, cultural, and economic development	Week 32 Inquiry - Interdependence in your Community
SS3.5.1	Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
SS3.5.2	States in the Southwest Explain the states that make up the Southwestern region including their admittance to the United States and their identities	
SS3.5.3	Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time	Week 21 Migration Week 24 Communities Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community
SS3.5.4	The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community
SS3.6.1	Geography and environment of the West Explain the geography and environment of the Western region of the United States	Week 14 Thinking Like a Geographer Week 15 Map Skills Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
SS3.6.2	States and territories in the West Explain the states and territories that make up the Western region including their admittance or incorporation to the United States and their identities	
SS3.6.3	Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time	Week 21 Migration Week 24 Communities Over Time Week 31 Transportation Over Time Week 32 Inquiry - Interdependence in your Community

Standards		Weekly Issues
SS3.6.4	The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development	Week 28 Urban, Suburban, and Rural land Use Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community

Standards

Weekly Issues

SS4.1.1	City/Town Geography Explain the geography and features of students' cities / towns	Week 6 Geographic Skills Week 7 Location Week 8 Physical Characteristics Week 9 Regions of the United States Week 10 Human Characteristics Week 13 Guided Inquiry: Physical and Human Characteristics of My State
SS4.1.2	Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources	Week 6 Geographic Skills Week 7 Location Week 8 Physical Characteristics Week 9 Regions of the United States Week 13 Guided Inquiry: Physical and Human Characteristics of My State
SS4.2.1	Indigenous peoples in Rhode Island Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island	Week 12 Culture Week 13 Guided Inquiry: Physical and Human Characteristics of My State
SS4.2.2	Roger Williams and the Massachusetts Bay and Plymouth Colonies Analyze Roger Williams' leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.2.3	The founding of the Colony of Rhode Island and Providence Plantations Argue how Williams' religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.2.4	Indigenous peoples and relationships with the Rhode Island colonists Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.3.1	Colonial lifeways Argue how the geography and environment supported a new way of life for Rhode Island Colonists while their lifeways in turn impacted the environment and Indigenous peoples	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.3.2	Rhode Island economy and maritime industry Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade	Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
SS4.3.3	Enslaved and free Africans Analyze the lives of free and enslaved Africans in Rhode Island	

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SS4.4.1	Activities leading to the American Revolution Argue the impact of the acts and events leading to Rhode Island's participation in the American Revolution	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.4.2	Rhode Island participation in the American Revolution Analyze Rhode Islanders' participation in the American Revolution	Week 25 Guided Inquiry: Road to Statehood and Government
SS4.4.3	Rhode Island becomes a state Analyze the circumstances that lead to Rhode Island's eventual ratification of the Constitution of the United States and why it was the last of the thirteen colonies to do so	Week 20 Foundations of Government and Law Week 25 Guided Inquiry: Road to Statehood and Government
SS4.5.1	Industrial Revolution Argue how the development of the textile industry impacted Rhode Island economically, socially, and environmentally	
SS4.5.2	19th and 20th century industries and peoples Analyze the major industries that contributed to Rhode Island's economy in the 19th and 20th centuries and how these industries encouraged people looking for opportunity to come to the area	
SS4.5.3	Peoples and industries in Rhode Island today Argue how industries, diverse peoples, and landmarks impact the development of state identity	Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
SS4.6.1	The Rhode Island State House and government Explain Rhode Island's state government, rules, and laws	Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments
SS4.6.2	Local town/city hall and government Explain local city or town government, rules, and laws	Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 23 Citizens Week 24 Responsibilities of Citizens Week 25 Guided Inquiry: Road to Statehood and Government
SS4.6.3	Government participation in the past Analyze ways Rhode Islanders participated in state government in the past	Week 2 Historical Inquiry Sources Week 20 Foundations of Government and Law Week 25 Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
SS4.6.4	Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today	Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 23 Citizens Week 24 Responsibilities of Citizens Week 25 Guided Inquiry: Road to Statehood and Government

Standards

Weekly Issues

SS5.1.1	North American geography: Analyze the countries, geographic features, and the climates of North America	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians
SS5.1.2	The Indigenous peoples of North America: Analyze the lived experiences of Indigenous peoples prior to European colonization	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians
SS5.2.1	European colonization: Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples	Week 10 The Age of Encounters Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies
SS5.2.2	Building the colonies: Analyze the similarities and differences of the colonies throughout North America	Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution
SS5.2.3	Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships	Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 22 Guided Inquiry: The Road to Revolution
SS5.2.4	Development of slavery and the African slave trade: Argue the impacts the new system of enslavement had on the economy and the people involved	Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies
SS5.3.1	Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution	Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government

Standards

Weekly Issues

SS5.3.2	Declaration of Independence: Analyze the ideals of the Declaration of Independence	Week 2 Historical Inquiry Sources Week 23 Independence and Revolution: The Government
SS5.3.3	Open rebellion: Analyze the actions and activities of the participants of the Revolution	Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26 Outcomes of the American Revolution Week 27 The Founders and the Process Week 28 The Constitution
SS5.3.4	Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States	Week 1 Developing Questions and Planning Inquiries Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights
SS5.4.1	The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States	Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation Week 31 America on the Move
SS5.4.2	Expansion of United States territory: Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples	Week 31 America on the Move
SS5.4.3	Movement of people: Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people	Week 31 America on the Move
SS5.4.4	Growth of industry: Argue how changes to transportation and industry in the first half of the 19th century impacted people's lives	Week 31 America on the Move
SS5.5.1	Resistance and abolition: Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans	Week 30 The New Nation
SS5.5.2	Road to secession: Analyze the political precursors to the Southern secession from the Union and the start of the Civil War	Week 30 The New Nation Week 31 America on the Move

Standards

Weekly Issues

SS5.5.3	The Civil War: Argue the impacts of the events and participants of the Civil War	
SS5.5.4	Reconstruction: Argue the impact of the period immediately following the Civil War and the ways Black individuals and groups acted to resist white supremacy and advocate for their freedoms	

Standards		Weekly Issues
SS6.1.1	Experts of the past: Analyze the jobs and necessary skills of people who study the past	Week 1 Planet Earth Week 2 Earth
SS6.1.2	Sources of the past: Analyze the sources scholars use to study the past	Week 1 Planet Earth Week 2 Earth
SS6.1.3	Understanding time: Explain the scale of time from today back to early humans	
SS6.2.1	Environment and early humans: Analyze the development of early humans and the characteristics of early human societies	Week 2 Earth
SS6.2.2	Expansion of early societies: Analyze the lifeways and characteristics of early world societies and their expansion into the Americas	Week 3 Earliest Humans Week 24 Maya, Aztec, and Inca Week 27 Oceania
SS6.2.3	Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another	Week 24 Maya, Aztec, and Inca
SS6.3.1	Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities	Week 2 Earth Week 4 Historic Times Begin Week 5 People of Phoenicia Week 7 Pyramids Week 8 African Kingdoms Week 10 Ancient Greeks Week 24 Maya, Aztec, and Inca Week 27 Oceania
SS6.3.2	Nomads and territorial states: Analyze the interaction between nomads and their environments as well as the development of new states throughout Afro-Eurasia	Week 3 Earliest Humans Week 4 Historic Times Begin Week 6 Life in Ancient Egypt Week 7 Pyramids Week 8 African Kingdoms
SS6.4.1	Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples	Week 9 Ancient Israelites
SS6.4.2	Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period	Week 4 Historic Times Begin Week 5 People of Phoenicia Week 6 Life in Ancient Egypt Week 7 Pyramids Week 8 African Kingdoms Week 10 Ancient Greeks Week 12 Alexander the Great

Standards		Weekly Issues
		Week 13 Ancient India Week 14 Ancient China Week 15 Ancient Japan Week 16 Life in Rome Week 17 Ancient Rome Part II
SS6.5.1	Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics	Week 4 Historic Times Begin Week 5 People of Phoenicia Week 6 Life in Ancient Egypt Week 7 Pyramids Week 8 African Kingdoms Week 10 Ancient Greeks Week 11 Greek Civilization Week 12 Alexander the Great Week 13 Ancient India Week 14 Ancient China Week 15 Ancient Japan Week 16 Life in Rome Week 17 Ancient Rome Part II
SS6.5.2	Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro-Eurasian regions	Week 8 African Kingdoms Week 10 Ancient Greeks Week 11 Greek Civilization Week 12 Alexander the Great Week 13 Ancient India Week 14 Ancient China Week 15 Ancient Japan Week 16 Life in Rome Week 17 Ancient Rome Part II
SS6.6.1	Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time	Week 5 People of Phoenicia Week 10 Ancient Greeks Week 14 Ancient China Week 15 Ancient Japan Week 17 Ancient Rome Part II Week 22 Crusades Bring Change
SS6.6.2	Localized belief systems and cultures: Argue the influences of other belief systems throughout the ancient world on society and culture	Week 9 Ancient Israelites Week 13 Ancient India Week 19 Christianity Week 20 Islamic Empire Week 22 Crusades Bring Change
SS6.7.1	Expansion of territory: Argue the impact of the expansion of territorial influence across Afro-Eurasian regions from 300-1300 CE	Week 13 Ancient India Week 19 Christianity Week 20 Islamic Empire

Standards		Weekly Issues
		Week 22 Crusades Bring Change
SS6.7.2	Expansion of religion: Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE	

Week	Title	Standards Covered
Unit 1: Myself and Others		
1	School Rules	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>PH 1.b Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.b Children develop the confidence to complete an action successfully or independently.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p> <p>L 2.b Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>L 1.a Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</p> <p>PH 3.b Children develop writing and drawing skills.</p> <p>CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p>
2	All About Me	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p>

Week	Title	Standards Covered
		<p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems</p> <p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>LD 3.a Children understand, follow, and use appropriate social and conversational rules.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 3.b Children develop writing and drawing skills.</p> <p>CD 2.a Children hold information in their mind and manipulate it to perform tasks.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>M 4.a Children learn to measure objects by their various attributes to make comparisons.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p>
3	Feelings	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>

Week	Title	Standards Covered
		<p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>L 2.b Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
4	Family and Friends	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>L 2.b Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p> <p>CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p>

Week	Title	Standards Covered
		<p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
Unit 2: My Community		
5	In the Neighborhood	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 1.b Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are</p>

Week	Title	Standards Covered
		<p>familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p>
6	Workers and Helpers	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 2.a Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 1.c Children develop self-help skills.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p>
7	Staying Healthy	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>SS 4.a Children demonstrate knowledge of geographical concepts of location</p>

Week	Title	Standards Covered
		<p>and physical characteristics of the environments in which they live.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 1.b Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p> <p>PH 1.c Children develop self-help skills.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SS 2.a Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p>
8	Staying Safe	<p>PH 1.b Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p> <p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p>
Unit 3: This Big World		
9	Maps	<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and</p>

Week	Title	Standards Covered
		<p>applying new knowledge to solve problems.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p>
10	Land and Water	<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p>

Week	Title	Standards Covered
		<p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p>
11	Living Things	<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>
12	Outer Space	<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p>
13	Giving Thanks	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p>

Week	Title	Standards Covered
		<p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
Unit 4: Cause and Effect		
14	The Sun and the Moon	<p>S 2.a Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>LD 3.a Children understand, follow, and use appropriate social and conversational rules.</p> <p>CD 2.a Children hold information in their mind and manipulate it to perform tasks.</p>
15	Weather and Seasons	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>L 1.a Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</p> <p>L 2.b Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p> <p>CD 2.a Children hold information in their mind and manipulate it to perform tasks.</p>

Week	Title	Standards Covered
		<p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p>
16	Wintertime	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>L 1.a Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p>
17	Celebrations	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p>
Unit 5: People and Places		
18	Stories From Around the World	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>SS 4.a Children demonstrate knowledge of geographical concepts of location</p>

Week	Title	Standards Covered
		<p>and physical characteristics of the environments in which they live.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p>
19	All Together Now	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>L 3.a Children show interest in and an understanding of a variety of literacy experiences.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
20	Many Cultures	<p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>L 1.a Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p>

Week	Title	Standards Covered
21	Past, Present, and Future	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.b Children develop the confidence to complete an action successfully or independently.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>M 2.a Children learn to use numbers to compare quantities and solve mathematical situations.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p>
22	Going Places	<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 2.a Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 2.a Children develop large-muscle control, strength, and coordination.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions, particularly through physical activities and play, showing awareness of their bodies in space and navigating their environment with consideration of direction and distance.</p>
23	Symbols of Unity	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p>

Week	Title	Standards Covered
		<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
Unit 6: Changes		
24	Look, Explore, Learn	<p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>CD 2.a Children hold information in their mind and manipulate it to perform tasks.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>PH 3.a Children develop small-muscle control, strength, and coordination.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their</p>

Week	Title	Standards Covered
		<p>emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
25	Solving Problems	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>CA 1.a Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.</p> <p>L 5.a Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.</p> <p>PH 1.a Children engage in structured and unstructured physical activity.</p> <p>PH 3.b Children develop writing and drawing skills.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>
26	A World of Things	<p>S 2.a Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</p>

Week	Title	Standards Covered
		<p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>LD 1.a Children attend to, understand, and respond to increasingly complex language.</p> <p>LD 2.a Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</p> <p>LD 3.a Children understand, follow, and use appropriate social and conversational rules.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p>
27	Forces and Motion	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 2.a Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).</p> <p>LD 2.a Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</p> <p>CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>SE 3.a Children develop the ability to identify, express, and manage their emotions.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p> <p>CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.</p>
28	Life Cycles	<p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>

Week	Title	Standards Covered
		<p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p>
29	Springtime	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>L 5.a Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p>
Unit 7: Choices		
30	Making, Buying, and Selling	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 2.a Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p>

Week	Title	Standards Covered
		<p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p>
31	Jobs and Money	<p>SS 2.a Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p> <p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 4.a Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p>
32	Farms and Food Sources	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 2.a Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p> <p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.</p> <p>L 1.a Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p>

Week	Title	Standards Covered
Unit 8: Life All Around Us		
33	Habitats	<p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</p> <p>L 2.a Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p> <p>CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p>
34	Awesome Animals	<p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p> <p>S 3.a Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.</p> <p>M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p>
35	Patterns	<p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>S 1.a Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> <p>S 4.a Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>

Week	Title	Standards Covered
		M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
36	What's Next?	<p>SS 1.a Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> <p>SS 3.a Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p> <p>SS 3.b Children gain awareness of themselves and others as members of diverse families, communities, and cultures.</p> <p>SE 1.a Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</p> <p>SE 1.b Children engage in positive relationships and interactions with other children.</p> <p>SE 2.a Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p> <p>SE 3.b Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>SSK.1.1 Members of and roles in families: Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature</p> <p>SSK.2.2 Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school</p> <p>SSK.2.3 Classroom citizenship: Explain the roles and responsibilities of being classroom citizens</p> <p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
2	Authority Figures	<p>SSK.2.2 Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school</p> <p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
3	What Are Rules?	<p>SSK.1.1 Members of and roles in families: Explain families, family roles, and family rules through looking at the student's own, those of classmates, and those represented in literature</p> <p>SSK.2.2 Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school</p> <p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
4	What Are Laws?	<p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
Unit 2: Civics and Government		

Week	Title	Standards Covered
5	Government	SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole
6	Important Documents	
7	Learning and Working Together	<p>SSK.2.2 Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school</p> <p>SSK.2.3 Classroom citizenship: Explain the roles and responsibilities of being classroom citizens</p> <p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
8	Citizens	<p>SSK.2.2 Roles and responsibilities in schools: Analyze rules, roles, and responsibilities at school</p> <p>SSK.2.3 Classroom citizenship: Explain the roles and responsibilities of being classroom citizens</p> <p>SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole</p>
9	Characteristics of Responsible Citizens	SSK.3.2 Roles in the community and community citizenship: Analyze the ways members of a community interact, help each other, and contribute to the community as a whole
Unit 3: Symbols and Celebrations		
10	Patriotism	SSK.1.3 Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature
11	National Symbols	
12	National Patriotic Holidays	SSK.2.4 School holidays and traditions: Explain traditions and holidays that are celebrated and recognized at school

Week	Title	Standards Covered
		SSK.3.3 Neighborhood and community traditions and celebrations: Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature
Unit 4: Geography		
13	Map Skills	
14	Location	<p>SSK.1.2 Family locations in the local community: Explain the physical location of students' and classmates' families within the community and the relationships between families and the community</p> <p>SSK.2.1 School location in the local community: Analyze the school's place within the local community geographically, socially, and economically</p> <p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>
15	Finding Places Around Me	<p>SSK.1.2 Family locations in the local community: Explain the physical location of students' and classmates' families within the community and the relationships between families and the community</p> <p>SSK.2.1 School location in the local community: Analyze the school's place within the local community geographically, socially, and economically</p> <p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>
16	Physical Characteristics of a Place	SSK.3.1 Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined
17	Weather	

Week	Title	Standards Covered
18	Human Characteristics of a Place	<p>SSK.1.2 Family locations in the local community: Explain the physical location of students' and classmates' families within the community and the relationships between families and the community</p> <p>SSK.2.1 School location in the local community: Analyze the school's place within the local community geographically, socially, and economically</p> <p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>
19	My Place on the Map	<p>SSK.1.2 Family locations in the local community: Explain the physical location of students' and classmates' families within the community and the relationships between families and the community</p> <p>SSK.2.1 School location in the local community: Analyze the school's place within the local community geographically, socially, and economically</p> <p>SSK.3.1 Neighborhood boundaries and nearby neighborhoods: Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>
Unit 5: Time and Chronology		
20	Calendars	
21	Words About Time	
22	Changes Over Time	SSK.1.3 Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature
Unit 6: History		
23	History	SSK.1.3 Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature

Week	Title	Standards Covered
24	Life Long Ago and Today	SSK.1.3 Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature
25	Inventors	
26	Transportation Over Time	
Unit 7: Culture		
27	Culture	<p>SSK.4.1 Families around the world: Analyze families and family traditions in other parts of the world</p> <p>SSK.4.3 Neighborhoods around the world: Analyze the similarities and differences in what neighborhoods are like in places around the world</p>
28	Holidays Around the World	<p>SSK.1.3 Family and Cultural traditions: Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature</p> <p>SSK.2.4 School holidays and traditions: Explain traditions and holidays that are celebrated and recognized at school</p> <p>SSK.3.3 Neighborhood and community traditions and celebrations: Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature</p> <p>SSK.4.1 Families around the world: Analyze families and family traditions in other parts of the world</p> <p>SSK.4.3 Neighborhoods around the world: Analyze the similarities and differences in what neighborhoods are like in places around the world</p>
Unit 8: Economics		
29	Needs and Wants	SSK.1.4 Family needs and wants: Explain the differences between needs and wants and how these concepts impact family units

Week	Title	Standards Covered
30	Economics	SSK.1.4 Family needs and wants: Explain the differences between needs and wants and how these concepts impact family units
31	Jobs	SSK.1.4 Family needs and wants: Explain the differences between needs and wants and how these concepts impact family units
32	Spending and Saving	SSK.1.4 Family needs and wants: Explain the differences between needs and wants and how these concepts impact family units

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	<p>SS1.1.1 Understanding community Explain what makes a community a community</p> <p>SS1.4.1 Community citizenship Analyze the rights and responsibilities that come with being a citizen of a community</p>
2	Authority Figures	<p>SS1.4.2 Community leaders Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader</p> <p>SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings</p>
3	Rules and Laws	<p>SS1.4.1 Community citizenship Analyze the rights and responsibilities that come with being a citizen of a community</p> <p>SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings</p>
Unit 2: Civics and Governments		
4	Government	<p>SS1.4.2 Community leaders Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader</p> <p>SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings</p>
5	Government Services	<p>SS1.2.2 How communities change Analyze the ways communities change</p> <p>SS1.4.2 Community leaders Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader</p>
6	Founders	
7	Important Documents	SS1.4.1 Community citizenship Analyze the rights and responsibilities

Week	Title	Standards Covered
		that come with being a citizen of a community
8	Citizens	<p>SS1.4.1 Community citizenship Analyze the rights and responsibilities that come with being a citizen of a community</p> <p>SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings</p>
9	Characteristics of Responsible Citizens	<p>SS1.4.1 Community citizenship Analyze the rights and responsibilities that come with being a citizen of a community</p> <p>SS1.4.4 Resolving problems Explain how to resolve problems in different settings</p> <p>SS1.4.5 Creating positive social change Explain how people create positive social change and the ways students can contribute</p>
10	Responsible Citizens in History	SS1.4.5 Creating positive social change Explain how people create positive social change and the ways students can contribute
Unit 3: Symbols and Celebrations		
11	Patriotism	
12	National Patriotic Symbols	
13	National Patriotic Holidays	
Unit 4: Geography		
14	Map Skills	SS1.1.2 Reading maps and understanding directions Explain how to read a map for various purposes such as identifying addresses and sharing directions
15	Location	SS1.1.2 Reading maps and understanding directions Explain how to read a map for various purposes such as identifying addresses and sharing directions
16	Physical Characteristics	SS1.1.3 Physical features of the local community Explain the physical

Week	Title	Standards Covered
	of a Place	features of the local community and its available goods and services SS1.1.4 Natural resources in the local community Explain the use of available natural resources in the local community
17	Human Characteristics of a Place	SS1.2.2 How communities change Analyze the ways communities change
18	Adapting to Our Environment	SS1.1.3 Physical features of the local community Explain the physical features of the local community and its available goods and services SS1.1.4 Natural resources in the local community Explain the use of available natural resources in the local community
19	Geography of Our Community	SS1.1.3 Physical features of the local community Explain the physical features of the local community and its available goods and services
Unit 5: History		
20	Calendars	
21	Changes Over Time	SS1.2.2 How communities change Analyze the ways communities change
22	History	SS1.2.2 How communities change Analyze the ways communities change
23	Life Long Ago and Today	SS1.2.2 How communities change Analyze the ways communities change
24	Communication Over Time	SS1.2.2 How communities change Analyze the ways communities change
Unit 6: Culture		
25	Culture	SS1.2.1 Culture and diversity in the community Analyze the culture and diversity in local communities SS1.5.1 Learning about nearby communities Analyze the similarities and

Week	Title	Standards Covered
		<p>differences in the characteristics of nearby local communities</p> <p>SS1.5.2 Learning about other communities in the United States Analyze the similarities and differences in the characteristics of communities throughout the United States</p> <p>SS1.5.3 Learning about other communities in the world Analyze the similarities and differences in the characteristics of communities throughout the world</p>
26	Folktales and Legends	SS1.2.1 Culture and diversity in the community Analyze the culture and diversity in local communities
Unit 7: Economics		
27	Needs and Wants	
28	Economics	<p>SS1.3.1 Goods and services in the community Analyze the use of goods and services in the local community</p> <p>SS1.3.2 Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy</p> <p>SS1.3.3 How money works Explain the role of money and how people handle scarcity and abundance</p>
29	Economic Choices	SS1.3.3 How money works Explain the role of money and how people handle scarcity and abundance
30	Jobs	<p>SS1.3.1 Goods and services in the community Analyze the use of goods and services in the local community</p> <p>SS1.3.2 Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy</p>
31	Workers Contribute to the Economy	<p>SS1.3.1 Goods and services in the community Analyze the use of goods and services in the local community</p> <p>SS1.3.2 Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy</p>

Week	Title	Standards Covered
32	Spending and Saving	SS1.3.3 How money works Explain the role of money and how people handle scarcity and abundance

Week	Title	Standards Covered
2nd Grade Standards		
1	Sources	
2	Timelines	
3	I Belong to a Community	
4	Rules and Laws	SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other
5	Principles of Democracy	SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other
6	Important Documents	
7	The Purpose of Government	SS2.4.2 Global leaders Analyze types of governments around the world and what makes a person a global leader SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other
8	The Structure of National Government	SS2.4.2 Global leaders Analyze types of governments around the world and what makes a person a global leader SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other
9	Tribal, State, and Local Government	SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other
10	Government Services	
11	Citizenship	SS2.4.1 Global citizenship Analyze the responsibilities and actions of a global citizen

Week	Title	Standards Covered
12	Patriotism	
13	Patriotic Symbols	
14	Founders	
15	Memorials and Monuments	
16	Patriotic Holidays	
17	Map Skills	<p>SS2.1.1 Understanding maps and globes Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses</p> <p>SS2.1.2 Physical features of the globe Explain global physical and geographical features</p>
18	Location	<p>SS2.1.1 Understanding maps and globes Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses</p>
19	Physical Features of Places	<p>SS2.1.2 Physical features of the globe Explain global physical and geographical features</p> <p>SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement</p> <p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p>
20	Human Characteristics of Places	<p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p>
21	Humans and the Environment	<p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p> <p>SS2.2.2 Human interactions with and effects on global environments Analyze global environmental challenges that happen as a result of human-environmental interactions</p>

Week	Title	Standards Covered
22	Movement	<p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p> <p>SS2.2.3 Migrations and movement Analyze the reasons why people move throughout the world and the effects of migration</p>
23	Culture	<p>SS2.2.1 Culture and diversity around the world Analyze the culture and diversity of communities around the world</p> <p>SS2.3.1 Local cultures and their global connections Analyze ways local communities are influenced by global cultural heritages</p>
24	Regions of the World	<p>SS2.1.2 Physical features of the globe Explain global physical and geographical features</p> <p>SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement</p> <p>SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration</p> <p>SS2.2.2 Human interactions with and effects on global environments Analyze global environmental challenges that happen as a result of human-environmental interactions</p>
25	Needs, Wants, and Resources	SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement
26	Economic Activity	SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement
27	Economic Choices	
28	Producers and Consumers	
29	Economic Principles	SS2.3.2 Global goods and services Analyze how goods and services are traded around the world and contribute to a global economy

Week	Title	Standards Covered
30	More Economic Principles	
31	Solving Problems in Your Community	<p>SS2.4.4 Conflicts and resolution Explain why governments experience conflict with one another and ways they work together to resolve conflict</p> <p>SS2.4.5 Creating Change Explain how people have brought social change to the world and ways students can contribute to positive change</p>
32	Historical Figures	

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	
2	Sources	SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today
3	Examining Evidence and Communicating Conclusions	
4	Taking Action	
5	Engage in Your Own Inquiry	SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today
Unit 2: Civics and Government		
6	I am a Member of a Community	
7	Purposes of Government	SS3.1.4 National government Analyze components of the United States government
8	Government	SS3.1.4 National government Analyze components of the United States government
9	Important Documents	
10	National Government	SS3.1.4 National government Analyze components of the United States government
11	Tribal, State, and Local Government	SS3.1.4 National government Analyze components of the United States government
12	We the People	SS3.1.5 The United States today Analyze the population and industries in the United States today
13	Inquiry	SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today
Unit 3: Geography		
14	Thinking like a	SS3.1.2 United States geography and environment Explain the geography

Week	Title	Standards Covered
	geographer	<p>of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p>
15	Map Skills	<p>SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p>

Week	Title	Standards Covered
		SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States
16	Natural Features and Landforms	<p>SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p>

Week	Title	Standards Covered
		<p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p>
18	Regions Part 1	<p>SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p>
19	Regions Part 2	<p>SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors</p> <p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p>

Week	Title	Standards Covered
		<p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p>
20	Water is a natural resource	
21	Migration	<p>SS3.1.5 The United States today Analyze the population and industries in the United States today</p> <p>SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time</p> <p>SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time</p> <p>SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time</p> <p>SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time</p> <p>SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time</p>
Unit 4: History		
22	Timelines	

Week	Title	Standards Covered
23	Using Charts, Maps, and Data	SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today
24	Communities Over Time	<p>SS3.1.5 The United States today Analyze the population and industries in the United States today</p> <p>SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time</p> <p>SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time</p> <p>SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time</p> <p>SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time</p> <p>SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time</p>
25	People who influence communities	
26	Problem Solving	
27	Eyewitnesses to Change Over Time	
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<p>SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States</p> <p>SS3.2.4 The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development</p>

Week	Title	Standards Covered
		<p>SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States</p> <p>SS3.3.4 The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development</p> <p>SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States</p> <p>SS3.4.4 The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development</p> <p>SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States</p> <p>SS3.5.4 The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development</p> <p>SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States</p> <p>SS3.6.4 The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development</p>
29	Producers and Consumers	
30	Community Interdependence	<p>SS3.2.4 The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development</p> <p>SS3.3.4 The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development</p>

Week	Title	Standards Covered
		<p>SS3.4.4 The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development</p> <p>SS3.5.4 The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development</p> <p>SS3.6.4 The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development</p>
31	Transportation Over Time	<p>SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time</p> <p>SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time</p> <p>SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time</p> <p>SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time</p>
32	Inquiry - interdependence in your community	<p>SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time</p> <p>SS3.2.4 The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development</p> <p>SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time</p>

Week	Title	Standards Covered
		<p>SS3.3.4 The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development</p> <p>SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time</p> <p>SS3.4.4 The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development</p> <p>SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time</p> <p>SS3.5.4 The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development</p> <p>SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time</p> <p>SS3.6.4 The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	
2	Historical Inquiry Sources	
3	Analyzing and Evaluating Evidence	
4	Using Evidence to Communicate Conclusions	
5	Engaging in Your Own Inquiry	
Unit 2: Geography		
6	Geographic Skills	SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources
7	Location	SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources
8	Physical Characteristics	SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources
9	Regions of the United States	SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources
10	Human Characteristics	SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns

Week	Title	Standards Covered
11	Movement	
12	Culture	SS4.2.1 Indigenous peoples in Rhode Island Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island
13	Guided Inquiry: Physical and Human Characteristics of My State	<p>SS4.1.1 City/Town Geography Explain the geography and features of students' cities / towns</p> <p>SS4.1.2 Geography and environment of Rhode Island Explain the geography and environment of Rhode Island including natural resources</p> <p>SS4.2.1 Indigenous peoples in Rhode Island Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island</p> <p>SS4.5.3 Peoples and industries in Rhode Island today Argue how industries, diverse peoples, and landmarks impact the development of state identity</p>
Unit 3: Economics		
14	Needs and Wants	
15	Economic Principles	
16	Economic Activities	<p>SS4.3.2 Rhode Island economy and maritime industry Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade</p> <p>SS4.5.3 Peoples and industries in Rhode Island today Argue how industries, diverse peoples, and landmarks impact the development of state identity</p>
17	Personal Finance	
18	Economic Systems	
19	Guided Inquiry: Economy of My State	<p>SS4.3.2 Rhode Island economy and maritime industry Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade</p> <p>SS4.5.3 Peoples and industries in Rhode Island today Argue how</p>

Week	Title	Standards Covered
		industries, diverse peoples, and landmarks impact the development of state identity
Unit 4: Government		
20	Foundations of Government and Law	<p>SS4.4.3 Rhode Island becomes a state Analyze the circumstances that lead to Rhode Island's eventual ratification of the Constitution of the United States and why it was the last of the thirteen colonies to do so</p> <p>SS4.6.1 The Rhode Island State House and government Explain Rhode Island's state government, rules, and laws</p> <p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p> <p>SS4.6.3 Government participation in the past Analyze ways Rhode Islanders participated in state government in the past</p> <p>SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today</p>
21	Structure and Functions of Government	<p>SS4.6.1 The Rhode Island State House and government Explain Rhode Island's state government, rules, and laws</p> <p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p> <p>SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today</p>
22	Tribal, State, and Local Governments	<p>SS4.6.1 The Rhode Island State House and government Explain Rhode Island's state government, rules, and laws</p> <p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p> <p>SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today</p>
23	Citizens	<p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p>

Week	Title	Standards Covered
		SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today
24	Responsibilities of Citizens	<p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p> <p>SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today</p>
25	Guided Inquiry: Road to Statehood and Government	<p>SS4.2.2 Roger Williams and the Massachusetts Bay and Plymouth Colonies Analyze Roger Williams' leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island</p> <p>SS4.2.3 The founding of the Colony of Rhode Island and Providence Plantations Argue how Williams' religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government</p> <p>SS4.2.4 Indigenous peoples and relationships with the Rhode Island colonists Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island</p> <p>SS4.3.1 Colonial lifeways Argue how the geography and environment supported a new way of life for Rhode Island Colonists while their lifeways in turn impacted the environment and Indigenous peoples</p> <p>SS4.4.1 Activities leading to the American Revolution Argue the impact of the acts and events leading to Rhode Island's participation in the American Revolution</p> <p>SS4.4.2 Rhode Island participation in the American Revolution Analyze Rhode Islanders' participation in the American Revolution</p> <p>SS4.4.3 Rhode Island becomes a state Analyze the circumstances that lead to Rhode Island's eventual ratification of the Constitution of the United States and why it was the last of the thirteen colonies to do so</p> <p>SS4.6.2 Local town/city hall and government Explain local city or town government, rules, and laws</p>

Week	Title	Standards Covered
		<p>SS4.6.3 Government participation in the past Analyze ways Rhode Islanders participated in state government in the past</p> <p>SS4.6.4 Participating in state and local governments today Analyze ways Rhode Islanders can participate in local and state governments today</p>
Unit 5: History		
26	Chronology	
27	Change Over Time	
28	Conflict and Cooperation	
29	Contributions of Individuals and Groups	
30	Symbols and Landmarks	
31	Celebrations and Remembrance	
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States
2	Historical Inquiry Sources	SS5.3.2 Declaration of Independence: Analyze the ideals of the Declaration of Independence
3	Analyzing and Evaluating Evidence	SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States
4	Communicating Conclusions	SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States
5	Engaging in Your Own Inquiry	
Unit 2: North America Before European Contact		
6	Life in the Americas	SS5.1.1 North American geography: Analyze the countries, geographic features, and the climates of North America SS5.1.2 The Indigenous peoples of North America: Analyze the lived experiences of Indigenous peoples prior to European colonization
7	Government and Culture in North America	SS5.1.1 North American geography: Analyze the countries, geographic features, and the climates of North America SS5.1.2 The Indigenous peoples of North America: Analyze the lived experiences of Indigenous peoples prior to European colonization
8	Trade and Economics in North America	SS5.1.1 North American geography: Analyze the countries, geographic features, and the climates of North America SS5.1.2 The Indigenous peoples of North America: Analyze the lived experiences of Indigenous peoples prior to European colonization

Week	Title	Standards Covered
9	Guided Inquiry: Lives of North American Indians	<p>SS5.1.1 North American geography: Analyze the countries, geographic features, and the climates of North America</p> <p>SS5.1.2 The Indigenous peoples of North America: Analyze the lived experiences of Indigenous peoples prior to European colonization</p>
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	SS5.2.1 European colonization: Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples
11	Consequences of Contact	SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships
12	The Colonies and Their Founding	<p>SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America</p> <p>SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships</p> <p>SS5.2.4 Development of slavery and the African slave trade: Argue the impacts the new system of enslavement had on the economy and the people involved</p>
13	Jamestown	<p>SS5.2.1 European colonization: Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples</p> <p>SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America</p> <p>SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships</p>
14	Colonial Life	SS5.2.2 Building the colonies: Analyze the similarities and differences of

Week	Title	Standards Covered
		<p>the colonies throughout North America</p> <p>SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships</p> <p>SS5.2.4 Development of slavery and the African slave trade: Argue the impacts the new system of enslavement had on the economy and the people involved</p>
15	Guided Inquiry: Life in the British Colonies	<p>SS5.2.1 European colonization: Argue the ways the motivations and methods of European colonization in North America affected the Indigenous peoples</p> <p>SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America</p> <p>SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships</p> <p>SS5.2.4 Development of slavery and the African slave trade: Argue the impacts the new system of enslavement had on the economy and the people involved</p>
16	Conflicts and Compromise in North America	SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships
17	Clash of Empires	SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships
18	Consequences of the French and Indian War	SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution
Unit 4: The American Revolution		
19	The Acts of Parliament	SS5.2.2 Building the colonies: Analyze the similarities and differences of

Week	Title	Standards Covered
		the colonies throughout North America SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution
20	The Actions of the Colonies	SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution
21	The Shot Heard 'Round the World	SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution
22	Guided Inquiry: The Road to Revolution	SS5.2.2 Building the colonies: Analyze the similarities and differences of the colonies throughout North America SS5.2.3 Indigenous peoples and European colonists: Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution
23	Independence and Revolution: The Government	SS5.3.1 Road to revolution: Argue how Britain's response at the end of the French and Indian War led to the American Revolution SS5.3.2 Declaration of Independence: Analyze the ideals of the Declaration of Independence SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution
24	Independence and Revolution: The People	SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution

Week	Title	Standards Covered
25	Independence and Revolution: The Military	SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution
26	Outcomes of the American Revolution	SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution
Unit 5: Creating a New Nation		
27	The Founders and the Process	<p>SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution</p> <p>SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States</p>
28	The Constitution	<p>SS5.3.3 Open rebellion: Analyze the actions and activities of the participants of the Revolution</p> <p>SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States</p> <p>SS5.4.1 The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States</p>
29	The Bill of Rights	<p>SS5.3.4 Writing the Constitution of the United States and forming a new government: Analyze the elements of the Constitution of the United States and its significance in forming a new United States</p> <p>SS5.4.1 The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States</p>
30	The New Nation	<p>SS5.4.1 The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States</p> <p>SS5.5.1 Resistance and abolition: Analyze the conditions of enslavement</p>

Week	Title	Standards Covered
		<p>and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans</p> <p>SS5.5.2 Road to secession: Analyze the political precursors to the Southern secession from the Union and the start of the Civil War</p>
31	America on the Move	<p>SS5.4.1 The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States</p> <p>SS5.4.2 Expansion of United States territory: Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples</p> <p>SS5.4.3 Movement of people: Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people</p> <p>SS5.4.4 Growth of industry: Argue how changes to transportation and industry in the first half of the 19th century impacted people's lives</p> <p>SS5.5.2 Road to secession: Analyze the political precursors to the Southern secession from the Union and the start of the Civil War</p>
32	Guided Inquiry: Changes in the United States	<p>SS5.4.1 The Early Republic: Argue the impacts of the political changes and uncertainties immediately following the ratification of the Constitution of the United States</p> <p>SS5.4.2 Expansion of United States territory: Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples</p> <p>SS5.4.3 Movement of people: Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people</p> <p>SS5.4.4 Growth of industry: Argue how changes to transportation and industry in the first half of the 19th century impacted people's lives</p>

Week	Title	Standards Covered
		SS5.5.2 Road to secession: Analyze the political precursors to the Southern secession from the Union and the start of the Civil War

Week	Title	Standards Covered
1	Planet Earth	SS6.1.1 Experts of the past: Analyze the jobs and necessary skills of people who study the past
2	<i>Earth</i>	<p>SS6.1.1 Experts of the past: Analyze the jobs and necessary skills of people who study the past</p> <p>SS6.1.3 Understanding time: Explain the scale of time from today back to early humans</p> <p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p>
3	<i>Earliest Humans</i>	<p>SS6.2.1 Environment and early humans: Analyze the development of early humans and the characteristics of early human societies</p> <p>SS6.3.1 Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities</p>
4	Historic Times Begin	<p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p> <p>SS6.3.1 Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p>
5	People of Phoenicia	<p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p>

Week	Title	Standards Covered
		<p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p>
6	Life in Ancient Egypt	<p>SS6.3.1 Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p>
7	Pyramids	<p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p> <p>SS6.3.1 Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p>
8	African Kingdoms	<p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p> <p>SS6.3.1 Early river valley civilizations: Analyze the development of early cities, states, and empires, and the role of trade between the entities</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of</p>

Week	Title	Standards Covered
		<p>the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p>
9	Ancient Israelites	<p>SS6.3.2 Nomads and territorial states: Analyze the interaction between nomads and their environments as well as the development of new states throughout Afro-Eurasia</p> <p>SS6.6.1 Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time</p>
10	Ancient Greeks	<p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p> <p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p> <p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p>
11	Greek Civilization	<p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p>

Week	Title	Standards Covered
		SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics
12	Alexander the Great	<p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p>
13	Ancient India	<p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p> <p>SS6.6.1 Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time</p> <p>SS6.6.2 Localized belief systems and cultures: Argue the influences of other belief systems throughout the ancient world on society and culture</p>
14	Ancient China	SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of

Week	Title	Standards Covered
		<p>the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p> <p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p>
15	Ancient Japan	<p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p> <p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p>
16	Life in Rome	<p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p>

Week	Title	Standards Covered
17	Ancient Rome Part II	<p>SS6.4.1 Rise of empires and urban-based societies: Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples</p> <p>SS6.4.2 Spread of ideas and social transformations: Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p> <p>SS6.5.1 Solidification of major empires: Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p> <p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p>
18	Germanic Tribes	<p>SS6.7.1 Expansion of territory: Argue the impact of the expansion of territorial influence across Afro-Eurasian regions from 300-1300 CE</p> <p>SS6.7.2 Expansion of religion: Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE</p>
19	Christianity	<p>SS6.6.1 Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time</p> <p>SS6.6.2 Localized belief systems and cultures: Argue the influences of other belief systems throughout the ancient world on society and culture</p> <p>SS6.7.2 Expansion of religion: Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE</p>
20	Islamic Empire	<p>SS6.6.1 Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time</p> <p>SS6.6.2 Localized belief systems and cultures: Argue the influences of other belief systems throughout the ancient world on society and culture</p>

Week	Title	Standards Covered
		SS6.7.2 Expansion of religion: Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE
21	Middle Ages	
22	Crusades Bring Change	<p>SS6.5.2 Connecting the Afro-Eurasian Regions: Argue the impact of the influence of trade routes in connecting the Afro- Eurasian regions</p> <p>SS6.6.1 Comparison of world religions: Argue the impacts of the five major world religions on the development of societies and cultures through time</p> <p>SS6.6.2 Localized belief systems and cultures: Argue the influences of other belief systems throughout the ancient world on society and culture</p> <p>SS6.7.1 Expansion of territory: Argue the impact of the expansion of territorial influence across Afro-Eurasian regions from 300-1300 CE</p> <p>SS6.7.2 Expansion of religion: Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE</p>
23	Age of Exploration	
24	Maya, Aztec, and Inca	<p>SS6.2.1 Environment and early humans: Analyze the development of early humans and the characteristics of early human societies</p> <p>SS6.2.2 Expansion of early societies: Analyze the lifeways and characteristics of early world societies and their expansion into the Americas</p> <p>SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another</p>
25	The Renaissance	
26	Reformation	
27	Oceania	SS6.2.1 Environment and early humans: Analyze the development of early humans and the characteristics of early human societies

Week	Title	Standards Covered
		SS6.2.3 Development of complex societies: Analyze the development of complex societies, their characteristics, and interactions with one another
28	Wrapping It Up	