

Standards		Weekly Issues
<b>Economics</b>		
E1.K.1	Explain the difference between a need and a want.	Week 29 Needs and Wants
E1.K.2	Explain why people have to make choices between needs and wants.	Week 29 Needs and Wants Week 30 Economics Week 32 Spending and Saving
E2.K.1	Identify consumers and producers.	Week 30 Economics
E2.K.2	List and provide examples of goods and services.	Week 30 Economics Week 31 Jobs
E3.K.1	Identify public and private providers of goods and services.	Week 31 Jobs
E4.K.1	Describe goods that are produced in local geographic regions.	Week 31 Jobs
C1.K.1	Recognize a key ideal of justice and fairness within the context of the classroom community.	Week 3 What are Rules? Week 7 Learning and Working Together Week 8 Citizens
C1.K.2	Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.	Week 7 Learning and Working Together
C2.K.1	Explain the purpose of rules in the classroom.	Week 2 Authority Figures Week 3 What are Rules?
C2.K.2	Know the people and the roles that make and carry out rules in the classroom.	Week 2 Authority Figures Week 3 What are Rules?
C2.K.3	Demonstrate how rules provide structure for problem solving within the classroom.	Week 2 Authority Figures Week 3 What are Rules? Week 7 Learning and Working Together Week 8 Citizens
C3.K.1	Identify names and locations of tribal nations and bands in your area.	#N/A
C3.K.2	Identify key technologies and natural resources tribal nations and bands in their area valued prior to contact with Europeans and Americans.	#N/A

Standards		Weekly Issues
C3.K.3	Understand key values, relationships, and characteristics tribes in their area had prior to contact with Europeans and Americans.	#N/A
C4.K.1	Be a contributing member of the classroom and school community.	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
C4.K.2	Demonstrate that good citizenship is to follow the established rules of a classroom and school community.	Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
C4.K.3	Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens
G1.K.1	Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 19 My Place on the Map
G2.K.1	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	Week 17 Weather Week 19 My Place on the Map
G2.K.2	Identify natural events or physical features such as air, water, land, or wind.	Week 16 Physical Characteristics of a Place Week 17 Weather Week 19 My Place on the Map
G2.K.3	Describe how environment affects one's own activities.	Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 26 Transportation Over Time

Standards		Weekly Issues
G3.K.1	Describe how the things we use in our lives come from different locations.	Week 26 Transportation Over Time
H1.K.1	Demonstrate that a timeline represents a chronological sequence of events.	Week 21 Words About Time Week 22 Changes Over Time Week 23 History
H2.K.1	Describe the factors that influence an individual student's life.	Week 7 Learning and Working Together Week 22 Changes Over Time Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time Week 27 Culture Week 28 Holidays Around the World
H2.K.2	Explain how their actions may cause change in others.	Week 7 Learning and Working Together Week 8 Citizens
H3.K.1	Demonstrate the importance of listening to other points of view in the classroom and on the playground.	Week 7 Learning and Working Together Week 8 Citizens
H3.K.2	Distinguish between the expectations in the classroom and in different settings.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws?
H4.K.1	Explain how previous actions and experiences can be used to make decisions.	Week 1 I Am a Member of a Community Week 5 Government Week 7 Learning and Working Together Week 23 History
H4.K.2	Identify different types and parts of documents.	Week 6 Important Documents Week 23 History
SSS1.K.1	State and clarify one's point of view.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens

Standards		Weekly Issues
		Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time Week 27 Culture Week 28 Holidays Around the World Week 29 Needs and Wants Week 30 Economics Week 31 Jobs Week 32 Spending and Saving
SSS1.K.2	Evaluate the fairness of one's point of view.	#N/A
SSS1.K.3	State own viewpoints on fairness and listen to the viewpoints of classmates and teachers.	Week 7 Learning and Working Together
SSS1.K.4	Retell a sequence of events that have happened over time.	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History
SSS2.K.1	Demonstrate how to ask questions about the classroom and school community.	Week 4 What are Laws? Week 5 Government Week 27 Culture
SSS3.K.1	Share their own viewpoints and give respectful attention to the viewpoints of others.	Week 1 I Am a Member of a Community Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together

Standards		Weekly Issues
		Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 11 National Symbols Week 12 National Patriotic Holidays Week 27 Culture Week 28 Holidays Around the World
SSS4.K.1	Use a graphic organizer to explain the beginning, middle, and end of a story.	Week 20 Calendars Week 21 Words About Time

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<b>Economics</b>		
<b>E1.1.1</b>	Identify differences between natural, human, and capital resources.	
<b>E1.1.2</b>	Explain how and why families make choices between wants and needs.	Week 27 Needs and Wants Week 29 Economic Choices Week 32 Spending and Saving
<b>E1.1.3</b>	Evaluate the outcomes of choices.	Week 27 Needs and Wants Week 29 Economic Choices
<b>E1.1.4</b>	Explore the different resources that families use to access what they want and need.	Week 27 Needs and Wants Week 29 Economic Choices
<b>E2.1.1</b>	Demonstrate how sharing and bartering are basic economic systems.	Week 27 Needs and Wants Week 28 Economics
<b>E2.1.2</b>	Give examples of how people earn income.	Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
<b>E2.1.3</b>	Describe how consumers spend money or use markets (banks, goods and services).	Week 27 Needs and Wants
<b>E2.1.4</b>	Explain why people save money.	Week 32 Spending and Saving
<b>E3.1.1</b>	Examine the difference between public and private providers of goods and services.	Week 30 Jobs Week 31 Workers Contribute to the Economy
<b>E3.1.2</b>	Explain the purpose for public and private providers of goods and services.	Week 30 Jobs
<b>E4.1.1</b>	Explain that people need to trade for products that are not found in their geographic region.	
<b>E4.1.2</b>	Describe why people in one country trade goods and services with people in other countries.	
<b>E4.1.3</b>	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	
<b>Civics</b>		
<b>C1.1.1</b>	Recognize the key ideal of public or common good within the context of the school community.	Week 1 Community Week 8 Citizens
<b>C1.1.2</b>	Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 8 Citizens
<b>C1.1.3</b>	Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of	Week 4 Government Week 5 Government Services

Standards		Weekly Issues
	roads, snow removal, etc.).	
C2.1.1	Explain the purpose of rules in the school.	Week 3 Rules and Laws
C2.1.2	Know the people and the roles that make and carry out rules in the school.	Week 2 Authority Figures
C2.1.3	Describe how rules provide structure for problem solving within the classroom and school.	
C3.1.1	Explain why rules are different in different communities.	Week 3 Rules and Laws Week 4 Government
C3.1.2	Identify different types of relationships and diplomacy tribal nations exercised with European nations, colonies, and the United States.	
C4.1.1	Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.	Week 1 Community Week 2 Authority Figures Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens
C4.1.2	Explain, give examples, and demonstrate ways to show good citizenship at school.	Week 1 Community Week 8 Citizens Week 9 Characteristics of Responsible Citizens
C4.1.3	Describe the importance of civic participation and identify neighborhood examples.	Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens
<b>Geography</b>		
G1.1.1	Be able to identify local geographic locations and bodies of water.	Week 14 Map Skills Week 16 Physical Characteristics of a Place
G1.1.2	Be able to identify large continental land masses on a map or globe.	Week 14 Map Skills Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
G1.1.3	Be able to identify major bodies of water on a map or globe.	Week 14 Map Skills Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
G2.1.1	Explain the way family life is shaped by the environment.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
G2.1.2	Discuss why families make decisions to move to new geographic locations.	Week 19 Geography of Our Community
G2.1.3	Identify human events and human-made features.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community



Standards		Weekly Issues
G2.1.4	Identify natural events or physical features.	Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
G3.1.1	Explain how movement happens and its impact on self and community.	Week 19 Geography of Our Community
G3.1.2	Identify the common and unique characteristics of different global environments.	Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
<b>History</b>		
H1.1.1	Create a family timeline to show events in a sequential manner.	Week 21 Change Over Time Week 25 Culture Week 26 Folktales and Legends
H2.1.1	Examine the factors that influence the student's family experiences and choices.	Week 21 Change Over Time
H2.1.2	Explain how one's own family's actions can cause a positive change in the future.	Week 25 Culture
H3.1.1	Identify that there are different family structures and dynamics.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 23 Life Long Ago and Today Week 24 Communication Over Time
H3.1.2	Explain how the actions of people in the past influence us today.	Week 21 Change Over Time
H4.1.1	Define how knowledge of personal history can be used to make current choices.	Week 6 Founders Week 7 Important Documents Week 22 History
H4.1.2	Explain how different historical documents and artifacts inform our understanding of historical events.	Week 5 Government Services
<b>Social Studies Skills</b>		
SSS1.1.1	Distinguish different points of view on one event.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 6 Founders Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 11 Patriotism Week 12 National Patriotic Symbols



Standards		Weekly Issues
		Week 13 National Patriotic Holidays Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 20 Calendars Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time Week 25 Culture Week 26 Folktales and Legends Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
SSS1.1.2	Use questioning strategies.	Week 20 Calendars
SSS1.1.3	Retell the sequence of events that have happened over time.	Week 19 Geography of Our Community
SSS2.1.1	Explain how questions are used to find out information.	Week 19 Geography of Our Community
SSS2.1.2	Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 6 Founders Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 20 Calendars Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today

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		Week 24 Communication Over Time Week 25 Culture Week 26 Folktales and Legends Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
SSS2.1.3	Explain what a compelling question is and why it is important.	
SSS3.1.1	Engage in discussions to learn about different points of view on issues that impact their communities.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 6 Founders Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 20 Calendars Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time Week 25 Culture Week 26 Folktales and Legends Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
SSS4.1.1	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	

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<b>Economics</b>		
<b>E1.2.1</b>	Explain how and why members of a community make choices among products and services that have costs and benefits.	Week 27 Economic Choices Week 30 More Economic Principles
<b>E1.2.2</b>	Define scarcity and explain how it necessitates decision-making.	Week 30 More Economic Principles
<b>E1.2.3</b>	Identify the costs and benefits of making various personal decisions on the community.	Week 27 Economic Choices
<b>E2.2.1</b>	Identify the skills and knowledge required to produce certain goods and services.	#N/A
<b>E2.2.2</b>	Describe the goods and services that people in the local community produce and those that are produced in other communities.	Week 26 Economic Activity Week 28 Producers and Consumers
<b>E3.2.1</b>	Identify examples of the goods and services that governments provide.	Week 7 The Purpose of Government
<b>E3.2.2</b>	Identify the cost and benefits of publicly owned services.	Week 7 The Purpose of Government
<b>E4.2.1</b>	Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)	Week 26 Economic Activity Week 29 Economic Principles
<b>Civics</b>		
<b>C1.2.1</b>	Recognize the key ideal of public or common good within the context of the community.	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
<b>C1.2.2</b>	Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
<b>C1.2.3</b>	Explain some basic functions (establish order, provide security, accomplish common goals) of local government	Week 4 Rules and Laws Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government
<b>C1.2.4</b>	Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)	Week 7 The Purpose of Government Week 9 Tribal, State, and Local Government Week 10 Government Services
<b>C2.2.1</b>	Explain the roles of people who help govern different communities.	Week 4 Rules and Laws Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services

Standards		Weekly Issues
C2.2.2	Explain the basic function of laws in the local community.	Week 4 Rules and Laws
C3.2.1	Know that tribes create rules and laws for the public or common good for their community.	Week 9 Tribal, State, and Local Government
C3.2.2	Explain the roles of different people that help to govern the tribal community.	Week 9 Tribal, State, and Local Government
C4.2.1	Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 11 Citizenship
C4.2.2	Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 11 Citizenship
C4.2.3	Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.	Week 3 I Belong to a Community Week 11 Citizenship
C4.2.4	Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).	Week 5 Principles of Democracy Week 11 Citizenship
<b>Geography</b>		
G1.2.1	Apply basic mapping elements to read and construct maps of their communities and the world.	Week 17 Map Skills Week 18 Location
G1.2.2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	#N/A
G1.2.3	Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.	Week 18 Location Week 19 Physical Features of Places
G1.2.3	Describe the connections between the physical environment of a place and the economic activities found there.	Week 19 Physical Features of Places Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 29 Economic Principles
G1.2.4	Identify ways that a major catastrophe may affect people living in a place.	#N/A
G2.2.1	Identify some common and unique cultural and environmental characteristics of specific places.	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 23 Culture Week 24 Regions of the World
G2.2.2	Explain ways people depend on, adapt to, and modify the environment to meet basic needs.	Week 21 Humans and the Environment Week 22 Movement

Standards		Weekly Issues
		Week 24 Regions of the World
G2.2.3	Compare how physical geography affects North-west tribal culture and where tribes live and trade.	#N/A
G2.2.4	Distinguish human activities and human-made features from natural events or physical features.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World
G2.2.5	Recognize ways people depend on, adapt to, and modify the environment to meet basic needs.	Week 21 Humans and the Environment Week 24 Regions of the World
G3.2.1	Explain how and why people, goods, and ideas move from place to place.	Week 22 Movement
G3.2.2	Compare how people in different types of communities use local and distant environments to meet their daily needs.	Week 22 Movement Week 25 Needs, Wants, and Resources Week 26 Economic Activity
G3.2.3	Describe the connection between the physical environment of a place and the economic activities found there.	Week 22 Movement Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 29 Economic Principles
<b>History</b>		
H1.2.1	Create a timeline for events in a community to show how the present is connected to the past.	Week 2 Timelines Week 32 Historical Figures
H1.2.2	Create a chronological sequence of multiple events.	Week 2 Timelines Week 32 Historical Figures
H1.2.3	Compare life in the past to life today for various members of your community.	Week 32 Historical Figures
H2.2.1	Document how various individuals in the community have shaped local history.	Week 32 Historical Figures
H2.2.2	Participate in activities working within one's community that can create a positive impact on oneself and one's local community.	#N/A
H3.2.1	Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.	Week 11 Citizenship Week 32 Historical Figures
H3.2.2	Compare perspectives of people in the past to people in the present.	Week 1 Sources Week 23 Culture Week 32 Historical Figures
H3.2.3	Compare different accounts of the same historical event(s).	Week 32 Historical Figures
H4.2.1	Summarize how community history can be used to make current choices.	Week 32 Historical Figures

Standards		Weekly Issues
H4.2.2	Explain how the background of an author influences the meaning of the source and why it was created.	Week 1 Sources Week 32 Historical Figures
H4.2.3	Evaluate sources by distinguishing between fact and opinion.	Week 1 Sources Week 32 Historical Figures
<b>Social Studies Skills</b>		
SSS1.2.1	Explain how multiple points of view on local issues shape decisions made within a community.	Week 11 Citizenship Week 31 Solving Problems in Your Community
SSS1.2.2	Construct an argument with reasons to support a point of view.	Week 1 Sources Week 2 Timelines Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement Week 23 Culture Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles Week 30 More Economic Principles Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS1.2.3	Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.	Week 6 Important Documents Week 32 Historical Figures
SSS2.2.1	Identify disciplinary ideas associated with a compelling question.	Week 31 Solving Problems in Your Community Week 32 Historical Figures



Standards		Weekly Issues
SSS2.2.2	Identify facts and concepts associated with a supporting question.	Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS2.2.3	Make connections between supporting questions and compelling questions.	Week 31 Solving Problems in Your Community
SSS2.2.4	Ask and answer questions about claims or positions.	Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS2.2.5	Ask and answer questions about explanations.	Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS3.2.1	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.	Week 31 Solving Problems in Your Community
SSS3.2.2	Identify ways to take action to help address local, regional, and global problems.	Week 31 Solving Problems in Your Community
SSS3.2.3	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	Week 6 Important Documents Week 8 The Structure of National Government Week 31 Solving Problems in Your Community
SSS4.2.1	Gather relevant information from one or two sources while using the origin and structure to guide the selection.	Week 1 Sources Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS4.2.2	Evaluate a source by distinguishing between fact and opinion.	Week 1 Sources Week 31 Solving Problems in Your Community Week 32 Historical Figures
SSS4.2.3	Present a summary of an argument using print, oral, and digital technologies.	Week 31 Solving Problems in Your Community Week 32 Historical Figures



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<b>Economics</b>		
<b>E1.3.1</b>	Identify the costs and benefits of individual choices.	Week 29 Producers and Consumers Week 32 Inquiry - Interdependence in your Community
<b>E1.3.2</b>	Identify positive and negative incentives that influence the decisions people make.	Week 29 Producers and Consumers Week 32 Inquiry - Interdependence in your Community
<b>E.1.3.3</b>	Describe how individual choices are influenced by various cultural norms.	
<b>E2.3.1</b>		
<b>E2.3.2</b>	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	Week 29 Producers and Consumers
<b>E2.3.3</b>	Explain why individuals and businesses specialize and trade.	
<b>E2.3.4</b>	Explain the role of money in making exchange easier.	Week 32 Inquiry - Interdependence in your Community
<b>E2.3.5</b>	Explain how profits influence sellers in markets.	
<b>E2.3.6</b>	Identify examples of external benefits (acquired relationships) and costs (things given up).	
<b>E2.3.7</b>	Describe the role of financial institutions in an economy.	Week 29 Producers and Consumers
<b>E3.3.1</b>	Describe how local taxation supports one's community.	Week 29 Producers and Consumers
<b>E3.3.2</b>	Explain the ways in which the government pays for the goods and services it provides.	Week 29 Producers and Consumers
<b>E4.3.1</b>	Identify the positive and negative impacts of trade among and between cultural groups	Week 30 Community Interdependence
<b>E4.3.2</b>	Explain how trade leads to increasing economic interdependence among cultural groups.	Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community
<b>E4.3.3</b>	Explain the effects of increasing economic interdependence on different groups within participating cultural groups.	Week 30 Community Interdependence

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<b>Civics</b>		
C1.3.1	Recognize the key ideals of unity and diversity.	Week 6 I Am a Member of the Community
C1.3.2	Recognize and apply the key ideals of unity and diversity within the context of the community.	Week 6 I Am a Member of the Community Week 8 Government
C1.3.3	Use deliberative processes when making decisions or reaching judgement as a group.	Week 6 I Am a Member of the Community
C1.3.4	Identify core virtues and democratic principles found in classroom and school rules.	Week 6 I Am a Member of the Community Week 8 Government
C2.3.1	Describe the basic organization of government in the community or city.	Week 6 I Am a Member of the Community Week 7 Purposes of Government Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
C2.3.2	Identify the basic function of government and laws in the community or city.	Week 6 I Am a Member of the Community Week 7 Purposes of Government Week 8 Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
C2.3.3	Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.	Week 6 I Am a Member of the Community Week 7 Purposes of Government Week 13 Inquiry
C2.3.4	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
C3.3.1	Explain that tribes have lived in North America since time immemorial.	Week 13 Inquiry
C3.3.2	Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.	Week 11 Tribal, State, and Local Government Week 13 Inquiry
C3.3.3	Explain how tribes of North America work to help the people of their tribes.	Week 11 Tribal, State, and Local Government Week 13 Inquiry

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C4.3.1	Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.	Week 6 I Am a Member of the Community Week 8 Government Week 12 We the People Week 13 Inquiry
C4.3.2	Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.	Week 6 I Am a Member of the Community Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry
C4.3.3	Demonstrate that voting is a civic duty.	Week 6 I Am a Member of the Community Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry
<b>Geography</b>		
G1.3.1	Examine and use maps and globes to understand the regions of North America in the past and present.	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 20 Water is a Natural Resource Week 21 Migration
G1.3.2	Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.	Week 14 Thinking Like a Geographer Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 28 Urban, Suburban, and Rural land Use
G2.3.1	Explain how the environment affects cultural groups and how groups affect the environment.	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 21 Migration

Standards		Weekly Issues
G2.3.2	Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.	Week 18 Regions Part 1 Week 19 Regions Part 2
G2.3.3	Compare the traditions, beliefs, and values of cultural groups in North America.	Week 25 People Who Influence Communities
G3.3.1	Explain that learning about the geography of North America helps us understand cultures from around the world.	Week 18 Regions Part 1 Week 19 Regions Part 2
<b>History</b>		
H1.3.1	Create timelines to show events connected to their cultural identities.	Week 22 Timelines Week 27 Eyewitness to Change Over Time
H1.3.2	Compare the similarities and differences between their own cultural timelines and those of others.	Week 27 Eyewitness to Change Over Time
H1.3.3	Use timelines to explain the context of history.	Week 27 Eyewitness to Change Over Time
H2.3.1	Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.	Week 13 Inquiry Week 27 Eyewitness to Change Over Time
H2.3.2	Explain probable causes and effects of events and developments locally.	Week 13 Inquiry Week 21 Migration Week 24 Communities Over Time
H3.3.1	Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.	Week 13 Inquiry Week 27 Eyewitness to Change Over Time
H3.3.2	Explain connections among historical contexts and people's perspectives at the time.	Week 9 Important Documents Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time
H3.3.3	Describe how people's perspectives shaped the historical sources they created.	Week 9 Important Documents Week 13 Inquiry Week 27 Eyewitness to Change Over Time
H4.3.1	Recognize and explain how significant cultural events have implications for current decisions.	Week 9 Important Documents Week 21 Migration Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time
H4.3.2	Use evidence to develop a claim about our past community's history.	Week 23 Using Charts, Maps, and Data Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time

Standards		Weekly Issues
H4.3.3	Summarize how different kinds of historical sources are used to explain events in the past.	Week 9 Important Documents Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 27 Eyewitness to Change Over Time
<b>Social Studies Skills</b>		
SSS1.3.1	Explain the purpose of documents and the concepts used in them.	Week 2 Sources Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 32 Inquiry - Interdependence in your Community
SSS1.3.2	Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.	Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 32 Inquiry - Interdependence in your Community
SSS2.3.1	Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 23 Using Charts, Maps, and Data Week 32 Inquiry - Interdependence in your Community
SSS2.3.2	Explain how and why compelling questions are important to others (e.g., peers, adults).	Week 1 Developing Inquiries Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 27 Eyewitness to Change Over Time
SSS3.3.1	Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of the Community Week 7 Purposes of Government Week 13 Inquiry Week 32 Inquiry - Interdependence in your Community

Standards		Weekly Issues
SSS4.3.1	Draw conclusions using clear, specific, and accurate examples in a paper or presentation.	Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 32 Inquiry - Interdependence in your Community
SSS4.3.2	Give clear attribution to sources within writing or presentations.	Week 2 Sources Week 5 Engage in Your Own Inquiry Week 13 Inquiry
SSS4.3.3	Use distinctions between fact and opinion to determine the credibility of multiple sources.	Week 2 Sources Week 5 Engage in Your Own Inquiry Week 13 Inquiry

Standards		Weekly Issues
<b>Economics</b>		
<b>E1.4.1</b>	Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.	Week 14 Needs and Wants Week 17 Personal Finance Week 19 Guided Inquiry: Economy of My State
<b>E1.4.2</b>	Compare the costs and benefits of individual choices.	Week 14 Needs and Wants Week 15 Economic Principles Week 17 Personal Finance Week 19 Guided Inquiry: Economy of My State
<b>E1.4.3</b>	Compare positive and negative incentives that influence the decisions people make.	Week 14 Needs and Wants Week 15 Economic Principles Week 17 Personal Finance Week 19 Guided Inquiry: Economy of My State
<b>E2.4.1</b>	Compare different historic economic systems in Washington state tribes.	Week 19 Guided Inquiry: Economy of My State
<b>E2.4.2</b>	Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.	Week 15 Economic Principles Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
<b>E2.4.3</b>	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.	Week 15 Economic Principles Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
<b>E2.4.4</b>	Explain why individuals and businesses specialize and trade in Washington state.	Week 15 Economic Principles Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
<b>E2.4.5</b>	Explain the relationship between investment in human capital, productivity, and future incomes.	Week 18 Economic Systems Week 19 Guided Inquiry: Economy of My State
<b>E3.4.1</b>	Describe how people and businesses support the Washington state government through taxation.	Week 14 Needs and Wants Week 15 Economic Principles Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
<b>E3.4.2</b>	Explain the meaning of inflation, deflation, and unemployment.	Week 19 Guided Inquiry: Economy of My State
<b>E3.4.3</b>	Describe ways government can improve productivity by using capital goods and human capital.	Week 14 Needs and Wants Week 19 Guided Inquiry: Economy of My State
<b>E4.4.1</b>	Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.	Week 16 Economic Activities Week 19 Guided Inquiry: Economy of My State
<b>E4.4.2</b>	Explain the economic issues that different communities within the Pacific Northwest faced.	Week 15 Economic Principles Week 18 Economic Systems Week 19 Guided Inquiry: Economy of My State
<b>E4.4.3</b>	Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.	Week 15 Economic Principles Week 16 Economic Activities



Standards		Weekly Issues
		Week 19 Guided Inquiry: Economy of My State
<b>Civics</b>		
C1.4.1	Apply civic virtues and democratic principles within the classroom setting.	Week 23 Citizens Week 24 Responsibilities of Citizens Week 25 Guided Inquiry: Road to Statehood and Government
C1.4.2	Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.	Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
C1.4.3	Use deliberative processes when making decisions or reaching judgment as a group.	Week 23 Citizens Week 24 Responsibilities of Citizens Week 25 Guided Inquiry: Road to Statehood and Government
C1.4.4	Describe and apply the key ideals of unity and diversity within the context of the State of Washington.	Week 23 Citizens Week 25 Guided Inquiry: Road to Statehood and Government
C1.4.5	Describe the key ideals of rights set forth in Article I of the Washington state constitution.	Week 25 Guided Inquiry: Road to Statehood and Government
C2.4.1	Distinguish the responsibilities and power of state, local, and tribal government.	Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
C2.4.2	Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.	Week 25 Guided Inquiry: Road to Statehood and Government
C2.4.3	Explain how groups of people make rules to create responsibilities and to protect freedoms.	Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 23 Citizens Week 25 Guided Inquiry: Road to Statehood and Government
C3.4.1	Recognize that tribes have lived in North America since time immemorial.	Week 25 Guided Inquiry: Road to Statehood and Government
C3.4.2	Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.	Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
C3.4.3	Explain how tribes of Washington state and the government of the United States are on the same level	Week 25 Guided Inquiry: Road to Statehood and Government

Standards		Weekly Issues
	(nation-to-nation).	
C3.4.4	Demonstrate that tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”	Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
C3.4.5	Define the complexity of sovereignty for federally recognized tribes in Washington state. Identify ways in which the United States Constitution recognizes tribal sovereignty as unique from other types of sovereignty.	Week 25 Guided Inquiry: Road to Statehood and Government
C4.4.1	Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.	Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 23 Citizens Week 25 Guided Inquiry: Road to Statehood and Government
C4.4.2	Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.	Week 25 Guided Inquiry: Road to Statehood and Government
C4.4.3	Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms.	Week 25 Guided Inquiry: Road to Statehood and Government
C4.4.4	Explain that tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.	Week 22 Tribal, State, and Local Governments Week 25 Guided Inquiry: Road to Statehood and Government
<b>Geography</b>		
G1.4.1	Construct and use maps to explain the movement of peoples.	Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
G1.4.2	Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.	Week 8 Physical Characteristics Week 9 Regions of the United States Week 10 Human Characteristics Week 11 Movement Week 12 Culture Week 13 Guided Inquiry: Physical and Human Characteristics of My State
G2.4.1	Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.	Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
G2.4.2	Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.	Week 11 Movement Week 13 Guided Inquiry: Physical and Human Characteristics of My State
G3.4.1	Describe how the geography and natural resources of the Oregon Territory created trade with other countries.	Week 13 Guided Inquiry: Physical and Human Characteristics of My State

Standards		Weekly Issues
History		
H1.4.1	Create timelines to show how historical events are organized into time periods and eras.	Week 25 Guided Inquiry: Road to Statehood and Government Week 26 Chronology
H1.4.2	Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889:  Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present) Maritime and overland exploration, encounter, and trade (1774-1849) Immigration and settlement (1811-1889) Territory and treaty-making (1854-1889)	Week 25 Guided Inquiry: Road to Statehood and Government
H1.4.3	Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.	#N/A
H2.4.1	Analyze and explain how individuals have caused change in Washington state history.	Week 25 Guided Inquiry: Road to Statehood and Government Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
H2.4.2	Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.	Week 25 Guided Inquiry: Road to Statehood and Government Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
H2.4.3	Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.	Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
H3.4.1	Explain why individuals and groups in Washington state history differed in their perspectives.	Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
		State
H3.4.2	Explain connections between historical context and people's perspective of Washington state history.	Week 25 Guided Inquiry: Road to Statehood and Government
H3.4.3	Explain how the events of Washington state history contributed to the different perspectives between native and non-native people.	Week 25 Guided Inquiry: Road to Statehood and Government
H3.4.4	Describe how people's perspectives shaped the historical sources they created.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 25 Guided Inquiry: Road to Statehood and Government
H4.4.1	Recognize and explain significant historical events in Washington state that have implications for current decisions.	Week 25 Guided Inquiry: Road to Statehood and Government Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
H4.4.2	Use evidence to develop a claim about Washington state, and tribal nations and groups.	Week 25 Guided Inquiry: Road to Statehood and Government
H4.4.3	Compare information provided by different historical sources.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 25 Guided Inquiry: Road to Statehood and Government
H4.4.4	Generate questions about multiple historical sources and their relationships to particular historical events and developments.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 25 Guided Inquiry: Road to Statehood and Government
<b>Social Studies Skills</b>		
SSS1.4.1	Identify the concepts used in documents and sources.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
SSS1.4.2	Evaluate primary and secondary sources.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SSS2.4.1	Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.	Week 1 Developing Questions and Planning Inquiries Week 4 Using Evidence to Communicate Conclusions Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SSS2.4.2	Identify the main ideas from a variety of print and non-print texts.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Using Evidence to Communicate Conclusions Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SSS3.4.1	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.	Week 5 Engaging in Your Own Inquiry
SSS4.4.1	Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.	Week 1 Developing Questions and Planning Inquiries Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 4 Using Evidence to Communicate Conclusions

Standards		Weekly Issues
		Week 5 Engaging in Your Own Inquiry Week 6 Geographic Skills Week 7 Location Week 8 Physical Characteristics Week 9 Regions of the United States Week 10 Human Characteristics Week 11 Movement Week 12 Culture Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 14 Needs and Wants Week 15 Economic Principles Week 16 Economic Activities Week 17 Personal Finance Week 18 Economic Systems Week 19 Guided Inquiry: Economy of My State Week 20 Foundations of Government and Law Week 21 Structure and Functions of Government Week 22 Tribal, State, and Local Governments Week 23 Citizens Week 24 Responsibilities of Citizens Week 25 Guided Inquiry: Road to Statehood and Government Week 26 Chronology Week 27 Change Over Time Week 28 Conflict and Cooperation Week 29 Contributions of Individuals and Groups Week 30 Symbols and Landmarks Week 31 Celebrations and Remembrance Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SSS4.4.2	Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
SSS4.4.3	Identify relevant evidence that draws information from multiple sources in response to compelling questions.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 13 Guided Inquiry: Physical and Human Characteristics of My State Week 19 Guided Inquiry: Economy of My State

Standards		Weekly Issues
		Week 25 Guided Inquiry: Road to Statehood and Government Week 32 Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State



Standards		Weekly Issues
<b>Economics</b>		
<b>E1.5.1</b>	Analyze and explain the benefits of the decisions that colonists made to meet their wants and needs.	
<b>E1.5.2</b>	Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.	
<b>E1.5.3</b>	Evaluate the costs and benefits of individual choices.	
<b>E1.5.4</b>	Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.	Week 10 The Age of Encounters Week 31 America on the Move
<b>E2.5.1</b>	Describe how colonial American economic systems worked.	Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies 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
<b>E3.5.1</b>	Describe the impact of the British government on the economy of the American colonies.	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
<b>E3.5.2</b>	Explain ways the British used taxation policies to pay for goods and services they provided.	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
<b>E3.5.3</b>	Explain what interest rates are.	
<b>E4.5.1</b>	Explain how trade leads to increasing economic interdependence among nations.	Week 8 Trade and Economics in North America Week 14 Colonial Life Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires
<b>E4.5.2</b>	Explain the effects of increasing economic interdependence on different groups within participating nations.	
<b>E4.5.3</b>	Describe ways people can increase productivity by using improved capital goods and improving their human capital.	
<b>C1.5.1</b>	Apply civic virtues and democratic principles in school.	

Standards		Weekly Issues
C1.5.2	Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.	Week 23 Independence and Revolution: The Government
C1.5.3	Use deliberative processes when making decisions or reaching judgement as a group.	
C1.5.4	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	
C1.5.5	Describe and apply the key ideals of unity and diversity within the context of the United States.	Week 23 Independence and Revolution: The Government
C2.5.1	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	Week 28 The Constitution
C2.5.2	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	
C2.5.3	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	Week 23 Independence and Revolution: The Government Week 28 The Constitution Week 29 The Bill of Rights
C2.5.4	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	Week 23 Independence and Revolution: The Government Week 28 The Constitution Week 29 The Bill of Rights
C2.5.5	Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)	Week 28 The Constitution
C3.5.1	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	
C3.5.2	Discuss how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	
C3.5.3	Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.	Week 23 Independence and Revolution: The Government Week 28 The Constitution Week 29 The Bill of Rights
C4.5.1	Demonstrate how civic participation relates to rights and responsibilities.	

Standards		Weekly Issues
C4.5.2	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and society.	
C4.5.3	Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and promote the common good.	
C4.5.4	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	
G1.5.1	Construct and use maps to show and analyze information about European settlement in the United States.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 21 The Shot Heard Round the World
G1.5.2	Describe the physical and cultural characteristics of the thirteen colonies.	Week 12 The Colonies and Their Founding 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 18 Consequences of the French and Indian War
G1.5.3	Construct maps and other graphic representations of both familiar and unfamiliar places.	Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G1.5.4	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	Week 17 Clash of Empires
G2.5.1	Compare and analyze the impact of the European	Week 11 Consequences of Contact

Standards		Weekly Issues
	colonists' movement to the Americas on the land of Native American peoples.	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 18 Consequences of the French and Indian War
G2.5.2	Explain how culture influences the way people modify and adapt to their environments.	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 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 18 Consequences of the French and Indian War Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G2.5.3	Explain how the cultural and environmental characteristics of places change over time.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G2.5.4	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Week 6 Life in the Americas Week 7 Government and Culture in North

Standards		Weekly Issues
		<p>America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
G2.5.5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 14 Colonial Life</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
G2.5.6	Explain how human settlements and movements relate to the locations and use of various natural resources.	<p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 14 Colonial Life</p>

Standards		Weekly Issues
		Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G2.5.7	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	Week 10 The Age of Encounters Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G3.5.1	Describe the impact of European settlements on Native American tribes.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War
G3.5.2	Determine the impact of trade on African peoples.	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 18 Consequences of the French and Indian War Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States

Standards		Weekly Issues
G3.5.3	Explain why environmental characteristics vary among different world regions.	
G3.5.4	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	Week 12 The Colonies and Their Founding Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
G3.5.5	Determine how natural and human-made catastrophic events in one place affect people living in other places.	Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies
H1.5.1	Create timelines to demonstrate historical events caused by other important events.	Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires
H1.5.2	Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time immemorial to 1791) Encounter, colonization, and devastation (1492-1763) Revolution and constitution (1763-1791)	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 Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to 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 Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States



Standards		Weekly Issues
H2.5.1	Analyze and explain how individuals have caused change in United States history.	<p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 21 The Shot Heard Round the World</p> <p>Week 23 Independence and Revolution: The Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United States</p>
H2.5.2	Analyze and explain how people from various cultural and ethnic groups have shaped United States history.	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 10 The Age of Encounters</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 13 Jamestown</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 16 Conflicts and Compromise in North America</p> <p>Week 17 Clash of Empires</p> <p>Week 18 Consequences of the French and Indian War</p> <p>Week 19 The Acts of Parliament</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 24 Independence and Revolution: The People</p>

Standards		Weekly Issues
		Week 25: Independence and Revolution: The Military Week 27 The Founders and the Process Week 28 The Constitution Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
H2.5.3	Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 16 Conflicts and Compromise in North America Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 30 The New Nation Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
H3.5.1	Explain why individuals and groups in the American colonies differed in their perspectives.	Week 12 The Colonies and Their Founding Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to 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
H3.5.2	Explain connections among historical context and people's perspectives in the American colonies.	Week 12 The Colonies and Their Founding Week 15 Guided Inquiry: Life in the British Colonies 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

Standards		Weekly Issues
		<p>Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p>
H3.5.3	Describe how people's perspectives shaped the historical sources they created.	<p>Week 2 Historical Inquiry Sources</p> <p>Week 5 Engaging in Your Own Inquiry</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 19 The Acts of Parliament</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 23 Independence and Revolution: The Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p>
H4.5.1	Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.	<p>Week 6 Life in the Americas</p> <p>Week 7 Government and Culture in North America</p> <p>Week 8 Trade and Economics in North America</p> <p>Week 9 Guided Inquiry: Lives of North American Indians</p> <p>Week 11 Consequences of Contact</p> <p>Week 12 The Colonies and Their Founding</p> <p>Week 15 Guided Inquiry: Life in the British Colonies</p> <p>Week 20 The Actions of the Colonies</p> <p>Week 21 The Shot Heard Round the World</p> <p>Week 22 Guided Inquiry: The Road to Revolution</p> <p>Week 23 Independence and Revolution: The Government</p> <p>Week 24 Independence and Revolution: The People</p> <p>Week 25: Independence and Revolution: The Military</p> <p>Week 26 Outcomes of the American Revolution</p> <p>Week 27 The Founders and the Process</p> <p>Week 28 The Constitution</p> <p>Week 30 The New Nation</p> <p>Week 31 America on the Move</p> <p>Week 32 Guided Inquiry: Changes in the United</p>

Standards		Weekly Issues
		States
H4.5.2	Describe the purpose of documents and the concepts used in them.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 23 Independence and Revolution: The Government Week 27 The Founders and the Process Week 28 The Constitution
H4.5.3	Summarize the central claim in a secondary work of history.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry 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 Week 23 Independence and Revolution: The Government Week 25: Independence and Revolution: The Military Week 27 The Founders and the Process Week 28 The Constitution
H4.5.4	Use evidence to develop a claim about colonial 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 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government 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
H4.5.5	Infer the intended audience and purpose of a historical source from information within the source itself.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry

Standards		Weekly Issues
H4.5.6	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 28 The Constitution Week 32 Guided Inquiry: Changes in the United States
SSS1.5.1	Evaluate the relevance of facts used in forming a position on an issue or event.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS1.5.2	Construct arguments using claims and evidence from multiple sources.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS1.5.3	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS2.5.1	Explain how supporting questions help answer compelling questions in an inquiry.	Week 1 Developing Questions and Planning Inquiries Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS2.5.2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into	Week 1 Developing Questions and Planning Inquiries

Standards		Weekly Issues
	consideration the different opinions people have about how to answer the questions.	Week 2 Historical Inquiry Sources Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS2.5.3	Critique arguments.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS2.5.4	Critique explanations.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS3.5.1	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	
SSS3.5.2	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	
SSS4.5.1	Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.	Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS4.5.2	Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry

Standards		Weekly Issues
	(i.e. MLA, APA, etc.) with more publication detail.	Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS4.5.3	Use evidence to develop claims in response to compelling questions.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
SSS4.5.4	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States



Standards		Weekly Issues
<b>Social Studies Skills</b>		
<b>SSS1.6-8.1</b>	Analyze positions and evidence supporting an issue or an event.	
<b>SSS1.6-8.2</b>	Evaluate the logic of reasons for a position on an issue or event.	
<b>SSS2.6-8.1</b>	Create and use research questions to guide inquiry on an issue or event.	
<b>SSS2.6-8.2</b>	Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.	
<b>SSS3.6-8.1</b>	Engage in discussion, analyzing multiple viewpoints on public issues.	
<b>SSS4.6-8.1</b>	Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.	
<b>SSS4.6-8.2</b>	Use appropriate format to cite sources within an essay, presentation, and reference page.	
<b>Civics</b>		
<b>C1.6-8.1</b>	<p>Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p>Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.</p>	Week 22- Crusades Bring Change
<b>C2.6-8.1</b>	<p>Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>Explain a variety of forms of government from the past or present.</p>	Week 7- Pyramids Week 11- Greek Civilization Week 16- Life in Rome Week 17- Ancient Rome Part II Week 22- Crusades Bring Change
<b>C3.6-8.1</b>	<p>Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.</p> <p>Analyze how societies have interacted with one another.</p>	Week 11- Greek Civilization Week 22- Crusades Bring Change
<b>C4.6-8.1</b>	Understands civic involvement.	Week 11- Greek Civilization Week 15- Ancient Japan

Standards		Weekly Issues
	Describe the historical origins of civic involvement.	Week 16- Life in Rome Week 17- Ancient Rome Part II
<b>Economics</b>		
<b>E1.6-8.1</b>	Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.  Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.	Week 23- Age of Exploration
<b>E2.6-8.1</b>	Understands how economic systems function.  Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	Week 23- Age of Exploration
<b>E2.6-8.2</b>	Explain how scarce resources have affected international trade in the past or present.	Week 14- Ancient China
<b>E3.6-8.1</b>	Understands the government's role in the economy.  Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.	Week 17- Ancient Rome Part II
<b>E4.6-8.1</b>	Understands the economic issues and problems that all societies face.  Explain the distribution of wealth and sustainability of resources in the world.	Week 8- African Kingdoms
<b>E4.6-8.2</b>	Explain barriers to trade and how those barriers influence trade among nations.	Week 23- Age of Exploration
<b>Geography</b>		
<b>G1.6-8.1</b>	Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.  Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.	Week 1- Planet Earth
<b>G1.6-8.2</b>	Identify the location of places and regions in the world and understand their physical and cultural characteristics	Week 1- Planet Earth Week 2- Earth Week 19- Christianity Week 20- Islamic Empire Week 24- Maya, Aztec, and Inca
<b>G2.6-8.2</b>	Understands human interaction with the environment.  Explain and analyze how the environment has affected	Week 3- Earliest Human Week 17- Ancient Rome Part II Week 27- Oceania

Standards		Weekly Issues
	people and how people have affected the environment in world history.	
<b>G2.6-8.2</b>	Explain the geographic factors that influence the movement of groups of people in world history.	Week 3- Earliest Human
<b>G3.6-8.1</b>	Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.	
<b>History</b>		
<b>H1.6-8.1</b>	Understands historical chronology.  Analyze different cultural measurements of time.	Week 2- Earth Week 4- Historic Time Begins Week 16- Life in Rome
<b>H1.6-8.1</b>	Explain how the rise of civilizations defines eras in world history in two or more regions of the world.	Week 5- People of Phoenicia Week 6- Life in Ancient Egypt Week 8- African Kingdoms Week 9- Ancient Israelites Week 10- Ancient Greeks Week 11- Greek Civilization Week 13- Ancient India Week 14- Ancient China Week 15- Ancient Japan Week 16- Life in Rome Week 18- Germanic Tribes Week 20- Islamic Empire Week 21- Middle Ages Week 24- Maya, Aztec, and Inca Week 27- Oceania
<b>H1.6-8.1</b>	Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE	Week 3- Earliest Human Week 4- Historic Time Begins Week 5- People of Phoenicia Week 6- Life in Ancient Egypt Week 8- African Kingdoms Week 9- Ancient Israelites Week 10- Ancient Greeks Week 11- Greek Civilization Week 13- Ancient India Week 14- Ancient China Week 15- Ancient Japan Week 16- Life in Rome Week 18- Germanic Tribes Week 20- Islamic Empire Week 21- Middle Ages Week 24- Maya, Aztec, and Inca Week 27- Oceania
<b>H2.6-8.1</b>	Understands and analyzes causal factors that have shaped major events in history.	Week 4- Historic Time Begins Week 5- People of Phoenicia Week 6- Life in Ancient Egypt

Standards		Weekly Issues
	Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.	Week 7- Pyramids Week 8- African Kingdoms Week 9- Ancient Israelites 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 18- Germanic Tribes Week 20- Islamic Empire Week 21- Middle Ages Week 23- Age of Exploration Week 24- Maya, Aztec, and Inca Week 25- The Renaissance Week 26- Reformation Week 27- Oceania
H3.6-8.1	Understands that there are multiple perspectives and interpretations of historical events.  Analyze and interpret historical materials from a variety of perspectives in world history.	*Week 4- Historic Time Begins (Epic of Gilgamesh and Code of Hammurabi) Week 12- Alexander the Great Week 13- Ancient India Week 14- Ancient China Week 15- Ancient Japan Week 18- Germanic Tribes Week 20- Islamic Empire Week 21- Middle Ages Week 24- Maya, Aztec, and Inca Week 25- The Renaissance Week 26- Reformation Week 27- Oceania
H3.6-8.1	Analyze multiple causal factors to create and support a claim about major events in world history.	Week 7- Pyramids Week 11- Greek Civilization Week 16- Life in Rome Week 18- Germanic Tribes Week 19- Christianity Week 20- Islamic Empire Week 26- Reformation Week 27- Oceania
H4.6-8.1	Understands how historical events inform analysis of contemporary issues and events.  Analyze how a historical event in world history helps us to understand contemporary issues and events.	Week 4- Historic Time Begins Week 5- People of Phoenicia Week 19- Christianity Week 20- Islamic Empire Week 26- Reformation

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p>C4.K.1 Be a contributing member of the classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H3.K.2 Distinguish between the expectations in the class-room and in different settings.</p> <p>H4.K.1 Explain how previous actions and experiences can be used to make decisions.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
2	Authority Figures	<p>C2.K.1 Explain the purpose of rules in the classroom.</p> <p>C2.K.2 Know the people and the roles that make and carry out rules in the classroom.</p> <p>C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.</p> <p>C4.K.1 Be a contributing member of the classroom and school community.</p> <p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H3.K.2 Distinguish between the expectations in the class-room and in different settings.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
3	What Are Rules?	<p>C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.</p> <p>C2.K.1 Explain the purpose of rules in the classroom.</p> <p>C2.K.2 Know the people and the roles that make and carry out rules in the classroom.</p> <p>C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.</p>

Week	Title	Standards Covered
		<p>C4.K.1 Be a contributing member of the classroom and school community.</p> <p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H3.K.2 Distinguish between the expectations in the class-room and in different settings.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
4	What Are Laws?	<p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H3.K.2 Distinguish between the expectations in the class-room and in different settings.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS2.K1 Demonstrate how to ask questions about the classroom and school community.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	<p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H4.K.1 Explain how previous actions and experiences can be used to make decisions.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.</p>
6	Important Documents	<p>H4.K.2 Identify different types and parts of documents.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>

Week	Title	Standards Covered
7	Learning and Working Together	<p>C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.</p> <p>C1.K.2 Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.</p> <p>C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.</p> <p>C4.K.1 Be a contributing member of the classroom and school community.</p> <p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>H2.K.2 Explain how their actions may cause change in others.</p> <p>H4.K.1 Explain how previous actions and experiences can be used to make decisions.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teachers.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
8	Citizens	<p>C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.</p> <p>C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.</p> <p>C4.K.1 Be a contributing member of the classroom and school community.</p> <p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>H2.K.2 Explain how their actions may cause change in others.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>



Week	Title	Standards Covered
9	Characteristics of Responsible Citizens	<p>C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.</p> <p>C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
11	National Symbols	<p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
12	National Patriotic Holidays	<p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.</p>
<b>Unit 4: Geography</b>		
13	Map Skills	<p>G1.K.1 Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
14	Location	<p>G1.K.1 Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
15	Finding Places Around Me	<p>G1.K.1 Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>

Week	Title	Standards Covered
16	Physical Characteristics of a Place	G2.K.2 Identify natural events or physical features such as air, water, land, or wind.  SSS1.K.1 State and clarify one's point of view.
17	Weather	G2.K.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.  G2.K.2 Identify natural events or physical features such as air, water, land, or wind.  G2.K.3 Describe how environment affects one's own activities.  SSS1.K.1 State and clarify one's point of view.
18	Human Characteristics of a Place	G2.K.3 Describe how environment affects one's own activities.  SSS1.K.1 State and clarify one's point of view.
19	My Place on the Map	G1.K.1 Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.  G2.K.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.  G2.K.2 Identify natural events or physical features such as air, water, land, or wind.  G2.K.3 Describe how environment affects one's own activities.  SSS1.K.1 State and clarify one's point of view.
<b>Unit 5: Time and Chronology</b>		
20	Calendars	SSS1.K.1 State and clarify one's point of view.  SSS1.K.4 Retell a sequence of events that have happened over time.  SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.
21	Words About Time	H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.  SSS1.K.1 State and clarify one's point of view.  SSS1.K.4 Retell a sequence of events that have happened over time.  SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.

Week	Title	Standards Covered
22	Changes Over Time	<p>H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.</p> <p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS1.K.4 Retell a sequence of events that have happened over time.</p>
<b>Unit 6: History</b>		
23	History	<p>H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.</p> <p>H4.K.1 Explain how previous actions and experiences can be used to make decisions.</p> <p>H4.K.2 Identify different types and parts of documents.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS1.K.4 Retell a sequence of events that have happened over time.</p>
24	Life Long Ago and Today	<p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
25	Inventors	<p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
26	Transportation Over Time	<p>G2.K.3 Describe how environment affects one's own activities.</p> <p>G3.K.1 Describe how the things we use in our lives come from different locations.</p> <p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>SSS1.K.1 State and clarify one's point of view.</p>
<b>Unit 7: Culture</b>		
27	Culture	<p>H2.K.1 Describe the factors that influence an individual student's life.</p> <p>SSS1.K.1 State and clarify one's point of view.</p> <p>SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.</p>

Week	Title	Standards Covered
		SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.
28	Holidays Around the World	H2.K.1 Describe the factors that influence an individual student's life.  SSS1.K.1 State and clarify one's point of view.  SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.
<b>Unit 8: Economics</b>		
29	Needs and Wants	E1.K.1 Explain the difference between a need and a want.  E1.K.2 Explain why people have to make choices between needs and wants.  SSS1.K.1 State and clarify one's point of view.
30	Economics	E1.K.2 Explain why people have to make choices between needs and wants.  E2.K.1 Identify consumers and producers.  E2.K.2 List and provide examples of goods and services.  SSS1.K.1 State and clarify one's point of view.
31	Jobs	E2.K.2 List and provide examples of goods and services.  E3.K.1 Identify public and private providers of goods and services.  E4.K.1 Describe goods that are produced in local geographic regions.  SSS1.K.1 State and clarify one's point of view.
32	Spending and Saving	E1.K.2 Explain why people have to make choices between needs and wants.  SSS1.K.1 State and clarify one's point of view.

Standards		Weekly Issues
<b>Unit 1: Communities</b>		
1	Community	<p>C1.1.1 Recognize the key ideal of public or common good within the context of the school community.</p> <p>C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.</p> <p>C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.</p> <p>C4.1.2 Explain, give examples, and demonstrate ways to show good citizenship at school.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
2	Authority Figures	<p>C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.</p> <p>C2.1.2 Know the people and the roles that make and carry out rules in the school.</p> <p>C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
3	Rules and Laws	<p>C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.</p> <p>C2.1.1 Explain the purpose of rules in the school.</p> <p>C3.1.1 Explain why rules are different in different communities.</p>

Standards		Weekly Issues
		<p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>C1.1.3 Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of roads, snow removal, etc.).</p> <p>C3.1.1 Explain why rules are different in different communities.</p> <p>C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.</p> <p>C4.1.3 Describe the importance of civic participation and identify neighborhood examples.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
5	Government Services	<p>C1.1.3 Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of roads, snow removal, etc.).</p> <p>C4.1.3 Describe the importance of civic participation and identify neighborhood examples.</p> <p>SSS1.1.1 Distinguish different points of view on one event.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.3 Explain what a compelling question is and why it is important.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>

Standards		Weekly Issues
6	Founders	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
7	Important Documents	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
8	Citizens	<p>C1.1.1 Recognize the key ideal of public or common good within the context of the school community.</p> <p>C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.</p> <p>C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.</p> <p>C4.1.2 Explain, give examples, and demonstrate ways to show good citizenship at school.</p> <p>C4.1.3 Describe the importance of civic participation and identify neighborhood examples.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p>



Standards		Weekly Issues
		SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.
9	Characteristics of Responsible Citizens	<p>C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.</p> <p>C4.1.2 Explain, give examples, and demonstrate ways to show good citizenship at school.</p> <p>C4.1.3 Describe the importance of civic participation and identify neighborhood examples.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
10	Responsible Citizens in History	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
12	National Patriotic Symbols	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p>

Standards		Weekly Issues
		SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.
13	National Patriotic Holidays	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 4: Geography</b>		
14	Map Skills	<p>G1.1.1 Be able to identify local geographic locations and bodies of water.</p> <p>G1.1.2 Be able to identify large continental land masses on a map or globe.</p> <p>G1.1.3 Be able to identify major bodies of water on a map or globe.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
15	Location	<p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
16	Physical Characteristics of a Place	<p>G1.1.1 Be able to identify local geographic locations and bodies of water.</p> <p>G1.1.2 Be able to identify large continental land masses on a map or globe.</p> <p>G1.1.3 Be able to identify major bodies of water on a map or globe.</p>

Standards		Weekly Issues
		<p>G2.1.1 Explain the way family life is shaped by the environment.</p> <p>G2.1.4 Identify natural events or physical features.</p> <p>G3.1.2 Identify the common and unique characteristics of different global environments.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
17	Human Characteristics of a Place	<p>G2.1.1 Explain the way family life is shaped by the environment.</p> <p>G2.1.3 Identify human events and human-made features.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
18	Adapting to Our Environment	<p>G2.1.1 Explain the way family life is shaped by the environment.</p> <p>G2.1.3 Identify human events and human-made features.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
19	Geography of Our Community	<p>G1.1.2 Be able to identify large continental land masses on a map or globe.</p> <p>G1.1.3 Be able to identify major bodies of water on a map or globe.</p> <p>G2.1.1 Explain the way family life is shaped by the environment.</p> <p>G2.1.2 Discuss why families make decisions to move to new geographic</p>

Standards		Weekly Issues
		<p>locations.</p> <p>G2.1.3 Identify human events and human-made features.</p> <p>G2.1.4 Identify natural events or physical features.</p> <p>G3.1.1 Explain how movement happens and its impact on self and community.</p> <p>G3.1.2 Identify the common and unique characteristics of different global environments.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.1 Explain how questions are used to find out information.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 5: History</b>		
20	Calendars	<p>SSS1.1.2 Use questioning strategies.</p> <p>SSS1.1.3 Retell the sequence of events that have happened over time.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
21	Changes Over Time	<p>H1.1.1 Create a family timeline to show events in a sequential manner.</p> <p>H2.1.1 Examine the factors that influence the student's family experiences and choices.</p> <p>H2.1.2 Explain how one's own family's actions can cause a positive change in the future.</p> <p>H4.1.1 Define how knowledge of personal history can be used to make current choices.</p> <p>SSS1.1.2 Use questioning strategies</p>

Standards		Weekly Issues
		<p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
22	History	<p>H1.1.1 Create a family timeline to show events in a sequential manner.</p> <p>H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
23	Life Long Ago and Today	<p>H1.1.1 Create a family timeline to show events in a sequential manner.</p> <p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
24	Communication Over Time	<p>H3.1.2 Explain how the actions of people in the past influence us today.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 6: Culture</b>		
25	Culture	<p>H2.1.1 Examine the factors that influence the student's family experiences and choices.</p> <p>H3.1.1 Identify that there are different family structures and dynamics.</p>

Standards		Weekly Issues
		<p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
26	Folktales and Legends	<p>H2.1.1 Examine the factors that influence the student's family experiences and choices.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p>E1.1.2 Explain how and why families make choices between wants and needs.</p> <p>E1.1.3 Evaluate the outcomes of choices.</p> <p>E1.1.4 Explore the different resources that families use to access what they want and need.</p> <p>E2.1.1 Demonstrate how sharing and bartering are basic economic systems.</p> <p>E2.1.3 Describe how consumers spend money or use markets (banks, goods and services).</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
28	Economics	<p>E2.1.1 Demonstrate how sharing and bartering are basic economic systems.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas</p>

Standards		Weekly Issues
		<p>or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
29	Economic Choices	<p>E1.1.2 Explain how and why families make choices between wants and needs.</p> <p>E1.1.3 Evaluate the outcomes of choices.</p> <p>E1.1.4 Explore the different resources that families use to access what they want and need.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
30	Jobs	<p>E2.1.2 Give examples of how people earn income.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>E3.1.2 Explain the purpose for public and private providers of goods and services.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>
31	Workers Contribute to the Economy	<p>E2.1.2 Give examples of how people earn income.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p>



Standards		Weekly Issues
		SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.
32	Spending and Saving	<p>E1.1.2 Explain how and why families make choices between wants and needs.</p> <p>E2.1.2 Give examples of how people earn income.</p> <p>E2.1.4 Explain why people save money.</p> <p>SSS1.1.2 Use questioning strategies.</p> <p>SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.</p> <p>SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.</p>

2nd Grade Standards		
1	Sources	<p>H3.2.2 Compare perspectives of people in the past to people in the present.</p> <p>H4.2.2 Explain how the background of an author influences the meaning of the source and why it was created.</p> <p>H4.2.3 Evaluate sources by distinguishing between fact and opinion.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p> <p>SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.</p>
2	Timelines	<p>H1.2.1 Create a timeline for events in a community to show how the present is connected to the past.</p> <p>H1.2.2 Create a chronological sequence of multiple events.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
3	I Belong to a Community	<p>C1.2.1 Recognize the key ideal of public or common good within the context of the community.</p> <p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p> <p>C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.</p> <p>C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
4	Rules and Laws	<p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p> <p>C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government</p> <p>C2.2.1 Explain the roles of people who help govern different communities.</p> <p>C2.2.2 Explain the basic function of laws in the local community.</p>

		<p>C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
5	Principles of Democracy	<p>C1.2.1 Recognize the key ideal of public or common good within the context of the community.</p> <p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p> <p>C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.</p> <p>C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
6	Important Documents	<p>C1.2.1 Recognize the key ideal of public or common good within the context of the community.</p> <p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p> <p>SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.</p> <p>SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>
7	The Purpose of Government	<p>E3.2.1 Identify examples of the goods and services that governments provide.</p> <p>E3.2.2 Identify the cost and benefits of publicly owned services.</p> <p>C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government</p> <p>C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)</p> <p>C2.2.1 Explain the roles of people who help govern different communities.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
8	The Structure of National Government	<p>C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government</p> <p>C2.2.1 Explain the roles of people who help govern different communities.</p>

		<p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p> <p>SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>
9	Tribal, State, and Local Government	<p>C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government</p> <p>C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)</p> <p>C2.2.1 Explain the roles of people who help govern different communities.</p> <p>C3.2.1 Know that tribes create rules and laws for the public or common good for their community.</p> <p>C3.2.2 Explain the roles of different people that help to govern the tribal community.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
10	Government Services	<p>C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)</p> <p>C2.2.1 Explain the roles of people who help govern different communities.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
11	Citizenship	<p>C1.2.1 Recognize the key ideal of public or common good within the context of the community.</p> <p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p> <p>C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.</p> <p>C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.</p> <p>C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).</p> <p>H3.2.1 Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.</p> <p>SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community.</p>
12	Patriotism	<p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>

13	Patriotic Symbols	SSS1.2.2 Construct an argument with reasons to support a point of view.
14	Founders	SSS1.2.2 Construct an argument with reasons to support a point of view.
15	Memorials and Monuments	SSS1.2.2 Construct an argument with reasons to support a point of view.
16	Patriotic Holidays	SSS1.2.2 Construct an argument with reasons to support a point of view.
17	Map Skills	G1.2.1 Apply basic mapping elements to read and construct maps of their communities and the world.
		SSS1.2.2 Construct an argument with reasons to support a point of view.
18	Location	G1.2.1 Apply basic mapping elements to read and construct maps of their communities and the world.
		G1.2.3 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
		SSS1.2.2 Construct an argument with reasons to support a point of view.
19	Physical Features of Places	G1.2.3 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
		G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.
		G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.
		SSS1.2.2 Construct an argument with reasons to support a point of view.
20	Human Characteristics of Places	G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.
		G2.2.4 Distinguish human activities and human-made features from natural events or physical features.
		SSS1.2.2 Construct an argument with reasons to support a point of view.
21	Humans and the Environment	G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.
		G2.2.2 Explain ways people depend on, adapt to, and modify the environment to meet basic needs.
		G2.2.4 Distinguish human activities and human-made features from natural events or physical features.
		G2.2.5 Recognize ways people depend on, adapt to, and modify the environment to meet basic needs.
		SSS1.2.2 Construct an argument with reasons to support a point of view.
22	Movement	G2.2.2 Explain ways people depend on, adapt to, and modify the environment to meet basic needs.

		<p>G3.2.1 Explain how and why people, goods, and ideas move from place to place.</p> <p>G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
23	Culture	<p>G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.</p> <p>H3.2.2 Compare perspectives of people in the past to people in the present.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
24	Regions of the World	<p>G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.</p> <p>G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.</p> <p>G2.2.2 Explain ways people depend on, adapt to, and modify the environment to meet basic needs.</p> <p>G2.2.4 Distinguish human activities and human-made features from natural events or physical features.</p> <p>G2.2.5 Recognize ways people depend on, adapt to, and modify the environment to meet basic needs.</p> <p>G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
25	Needs, Wants, and Resources	<p>G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.</p> <p>G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
26	Economic Activity	<p>E2.2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>E4.2.1 Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)</p>

		<p>G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.</p> <p>G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
27	Economic Choices	<p>E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.</p> <p>E1.2.3 Identify the costs and benefits of making various personal decisions on the community.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
28	Producers and Consumers	<p>E2.2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
29	Economic Principles	<p>E4.2.1 Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)</p> <p>G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.</p> <p>G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
30	More Economic Principles	<p>E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.</p> <p>E1.2.2 Define scarcity and explain how it necessitates decision-making.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p>
31	Solving Problems in Your Community	<p>SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p> <p>SSS2.2.1 Identify disciplinary ideas associated with a compelling question.</p> <p>SSS2.2.2 Identify facts and concepts associated with a supporting question.</p> <p>SSS2.2.3 Make connections between supporting questions and compelling questions.</p>



		<p>SSS2.2.4 Ask and answer questions about claims or positions.</p> <p>SSS2.2.5 Ask and answer questions about explanations.</p> <p>SSS3.2.1 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.</p> <p>SSS3.2.2 Identify ways to take action to help address local, regional, and global problems.</p> <p>SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.</p> <p>SSS4.2.3 Present a summary of an argument using print, oral, and digital technologies.</p>
32	Historical Figures	<p>H1.2.1 Create a timeline for events in a community to show how the present is connected to the past.</p> <p>H1.2.2 Create a chronological sequence of multiple events.</p> <p>H1.2.3 Compare life in the past to life today for various members of your community.</p> <p>H2.2.1 Document how various individuals in the community have shaped local history.</p> <p>H3.2.1 Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.</p> <p>H3.2.2 Compare perspectives of people in the past to people in the present.</p> <p>H3.2.3 Compare different accounts of the same historical event(s).</p> <p>H4.2.1 Summarize how community history can be used to make current choices.</p> <p>H4.2.2 Explain how the background of an author influences the meaning of the source and why it was created.</p> <p>H4.2.3 Evaluate sources by distinguishing between fact and opinion.</p> <p>SSS1.2.2 Construct an argument with reasons to support a point of view.</p> <p>SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.</p> <p>SSS2.2.1 Identify disciplinary ideas associated with a compelling question.</p>

		<p>SSS2.2.2 Identify facts and concepts associated with a supporting question.</p> <p>SSS2.2.4 Ask and answer questions about claims or positions.</p> <p>SSS2.2.5 Ask and answer questions about explanations.</p> <p>SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.</p> <p>SSS4.2.3 Present a summary of an argument using print, oral, and digital technologies.</p>
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Unit 1: Inquiry		
1	Developing Inquiries	<p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).</p>
2	Sources	<p>SSS1.3.1 Explain the purpose of documents and the concepts used in them.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS4.3.2 Give clear attribution to sources within writing or presentations.</p> <p>SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.</p>
3	Examining Evidence and Communicating Conclusions	<p>SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p> <p>SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.</p>
4	Taking Action	<p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p>
5	Engage in Your Own Inquiry	<p>SSS1.3.1 Explain the purpose of documents and the concepts used in them.</p> <p>SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p> <p>SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.</p> <p>SSS4.3.2 Give clear attribution to sources within writing or presentations.</p> <p>SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.</p>
Unit 2: Civics and Government		
6	I am a Member of a Community	<p>C1.3.1 Recognize the key ideals of unity and diversity.</p> <p>C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.</p> <p>C1.3.3 Use deliberative processes when making decisions or reaching judgement as a group.</p> <p>C1.3.4 Identify core virtues and democratic principles found in classroom and</p>

		<p>school rules.</p> <p>C2.3.1 Describe the basic organization of government in the community or city.</p> <p>C2.3.2 Identify the basic function of government and laws in the community or city.</p> <p>C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.</p> <p>C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.</p> <p>C4.3.3 Demonstrate that voting is a civic duty.</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p>
7	Purposes of Government	<p>C2.3.1 Describe the basic organization of government in the community or city.</p> <p>C2.3.2 Identify the basic function of government and laws in the community or city.</p> <p>C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p>
8	Government	<p>C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.</p> <p>C1.3.4 Identify core virtues and democratic principles found in classroom and school rules.</p> <p>C2.3.1 Describe the basic organization of government in the community or city.</p> <p>C2.3.2 Identify the basic function of government and laws in the community or city.</p> <p>C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p>
9	Important Documents	<p>H3.3.2 Explain connections among historical contexts and people's perspectives at the time.</p> <p>H3.3.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.</p> <p>H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.</p>
10	National Government	<p>C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.</p> <p>C4.3.3 Demonstrate that voting is a civic duty.</p>
11	Tribal, State, and Local Government	<p>C2.3.1 Describe the basic organization of government in the community or city.</p> <p>C2.3.2 Identify the basic function of government and laws in the community or city.</p> <p>C3.3.2 Know and understand that tribes have organizational structures (councils,</p>

		<p>chairman, etc.) that are formed to benefit the entire tribe.</p> <p>C3.3.3 Explain how tribes of North America work to help the people of their tribes.</p> <p>C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.</p> <p>C4.3.3 Demonstrate that voting is a civic duty.</p>
12	We the People	<p>C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.</p> <p>C4.3.3 Demonstrate that voting is a civic duty.</p>
13	Inquiry	<p>C2.3.1 Describe the basic organization of government in the community or city.</p> <p>C2.3.2 Identify the basic function of government and laws in the community or city.</p> <p>C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.</p> <p>C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>C3.3.1 Explain that tribes have lived in North America since time immemorial.</p> <p>C3.3.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.</p> <p>C3.3.3 Explain how tribes of North America work to help the people of their tribes.</p> <p>C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.</p> <p>C4.3.3 Demonstrate that voting is a civic duty.</p> <p>H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.</p> <p>H2.3.2 Explain probable causes and effects of events and developments locally.</p> <p>H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.</p> <p>H3.3.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>SSS1.3.1 Explain the purpose of documents and the concepts used in them.</p> <p>SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details</p>

		<p>from a variety of print and non-print texts.</p> <p>SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p> <p>SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.</p> <p>SSS4.3.2 Give clear attribution to sources within writing or presentations.</p> <p>SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.</p>
<b>Unit 3: Geography</b>		
14	Thinking Like a Geographer	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.</p>
15	Map Skills	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p>
16	Natural Features and Landforms	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p>
18	Regions Part 1	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p> <p>G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.</p>

		G3.3.1 Explain that learning about the geography of North America helps us understand cultures from around the world.
19	Regions Part 2	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p> <p>G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.</p> <p>G3.3.1 Explain that learning about the geography of North America helps us understand cultures from around the world.</p>
20	Water is a Natural Resource	G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.
21	Migration	<p>G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.</p> <p>G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.</p> <p>H2.3.2 Explain probable causes and effects of events and developments locally.</p> <p>H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.</p>
<b>Unit 4: History</b>		
22	Timelines	H1.3.1 Create timelines to show events connected to their cultural identities.
23	Using Charts, Maps, and Data	<p>H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.</p> <p>H4.3.2 Use evidence to develop a claim about our past community's history.</p> <p>H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>SSS1.3.1 Explain the purpose of documents and the concepts used in them.</p> <p>SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p>
24	Communities Over Time	<p>H2.3.2 Explain probable causes and effects of events and developments locally.</p> <p>H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.</p>
25	People Who Influence Communities	G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.
26	Problem Solving	C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary



		organizations, and families.
27	Eyewitnesses to Change Over Time	<p>H1.3.1 Create timelines to show events connected to their cultural identities.</p> <p>H1.3.2 Compare the similarities and differences between their own cultural timelines and those of others.</p> <p>H1.3.3 Use timelines to explain the context of history.</p> <p>H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.</p> <p>H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.</p> <p>H3.3.2 Explain connections among historical contexts and people's perspectives at the time.</p> <p>H3.3.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.3.2 Use evidence to develop a claim about our past community's history.</p> <p>H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).</p>
<b>Unit 5: Economics</b>		
28	Urban, Suburban, and Rural Land Use	G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.
29	Producers and Consumers	<p>E1.3.1 Identify the costs and benefits of individual choices.</p> <p>E1.3.2 Identify positive and negative incentives that influence the decisions people make.</p> <p>E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>E2.3.7 Describe the role of financial institutions in an economy.</p> <p>E3.3.1 Describe how local taxation supports one's community.</p> <p>E3.3.2 Explain the ways in which the government pays for the goods and services it provides.</p>
30	Community Interdependence	<p>E4.3.1 Identify the positive and negative impacts of trade among and between cultural groups</p> <p>E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.</p> <p>E4.3.3 Explain the effects of increasing economic interdependence on different groups within participating cultural groups.</p>
31	Transportation Over Time	<p>H3.3.2 Explain connections among historical contexts and people's perspectives at the time.</p> <p>H4.3.2 Use evidence to develop a claim about our past community's history.</p>
32	Inquiry - Interdependence in Your Community	E1.3.1 Identify the costs and benefits of individual choices.

		<p>E1.3.2 Identify positive and negative incentives that influence the decisions people make.</p> <p>E2.3.4 Explain the role of money in making exchange easier.</p> <p>E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.</p> <p>SSS1.3.1 Explain the purpose of documents and the concepts used in them.</p> <p>SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.</p> <p>SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.</p> <p>SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p> <p>SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.</p>
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Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
2	Historical Inquiry Sources	<p>H3.4.4 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.4.3 Compare information provided by different historical sources.</p> <p>H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
3	Analyzing and Evaluating Evidence	<p>H4.4.3 Compare information provided by different historical sources.</p> <p>H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>
4	Using Evidence to Communicate Conclusions	<p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
5	Engaging in Your Own Inquiry	<p>H3.4.4 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.4.3 Compare information provided by different historical sources.</p> <p>H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p>

		<p>SSS3.4.1 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>
<b>Unit 2: Geography</b>		
6	Geographic Skills	SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
7	Location	SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
8	Physical Characteristics	<p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
9	Regions of the United States	<p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
10	Human Characteristics	<p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
11	Movement	<p>G1.4.1 Construct and use maps to explain the movement of peoples.</p> <p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.</p> <p>G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.</p>
12	Culture	<p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>

13	Guided Inquiry: Physical and Human Characteristics of My State	<p>G1.4.1 Construct and use maps to explain the movement of peoples.</p> <p>G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.</p> <p>G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.</p> <p>G3.4.1 Describe how the geography and natural resources of the Oregon Territory created trade with other countries.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>
<b>Unit 3: Economics</b>		
14	Needs and Wants	<p>E1.4.1 Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.</p> <p>E1.4.2 Compare the costs and benefits of individual choices.</p> <p>E1.4.3 Compare positive and negative incentives that influence the decisions people make.</p> <p>E3.4.1 Describe how people and businesses support the Washington state government through taxation.</p> <p>E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
15	Economic Principles	<p>E1.4.2 Compare the costs and benefits of individual choices.</p> <p>E1.4.3 Compare positive and negative incentives that influence the decisions people make.</p> <p>E2.4.2 Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.</p> <p>E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.</p> <p>E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.</p> <p>E3.4.1 Describe how people and businesses support the Washington state</p>

		<p>government through taxation.</p> <p>E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.</p> <p>E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
16	Economic Activities	<p>E2.4.2 Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.</p> <p>E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.</p> <p>E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.</p> <p>E3.4.1 Describe how people and businesses support the Washington state government through taxation.</p> <p>E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.</p> <p>E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
17	Personal Finance	<p>E1.4.1 Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.</p> <p>E1.4.2 Compare the costs and benefits of individual choices.</p> <p>E1.4.3 Compare positive and negative incentives that influence the decisions people make.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
18	Economic Systems	<p>E2.4.5 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p>E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
19	Guided Inquiry: Economy of My State	<p>E1.4.1 Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.</p> <p>E1.4.2 Compare the costs and benefits of individual choices.</p> <p>E1.4.3 Compare positive and negative incentives that influence the decisions people make.</p> <p>E2.4.1 Compare different historic economic systems in Washington state tribes.</p> <p>E2.4.2 Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.</p> <p>E2.4.3 Identify examples of the variety of resources (human capital, physical</p>



		<p>capital, and natural resources) that are used to produce goods and services in Washington state.</p> <p>E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.</p> <p>E2.4.5 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p>E3.4.1 Describe how people and businesses support the Washington state government through taxation.</p> <p>E3.4.2 Explain the meaning of inflation, deflation, and unemployment.</p> <p>E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.</p> <p>E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.</p> <p>E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.</p> <p>E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>
<b>Unit 4: Government</b>		
20	Foundations of Government and Law	<p>C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.</p> <p>C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
21	Structure and Functions of Government	<p>C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.</p> <p>C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government.</p> <p>C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p> <p>C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are</p>



		supported by print and non-print texts in a paper or presentation.
22	Tribal, State, and Local Governments	<p>C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.</p> <p>C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government.</p> <p>C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p> <p>C3.4.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.</p> <p>C3.4.4 Demonstrate that tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”</p> <p>C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>C4.4.4 Explain that tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
23	Citizens	<p>C1.4.1 Apply civic virtues and democratic principles within the classroom setting.</p> <p>C1.4.3 Use deliberative processes when making decisions or reaching judgment as a group.</p> <p>C1.4.4 Describe and apply the key ideals of unity and diversity within the context of the State of Washington.</p> <p>C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p> <p>C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
24	Responsibilities of Citizens	<p>C1.4.1 Apply civic virtues and democratic principles within the classroom setting.</p> <p>C1.4.3 Use deliberative processes when making decisions or reaching judgment as a group.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
25	Guided Inquiry: Road to Statehood and Government	<p>C1.4.1 Apply civic virtues and democratic principles within the classroom setting.</p> <p>C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.</p> <p>C1.4.3 Use deliberative processes when making decisions or reaching judgment as a group.</p> <p>C1.4.4 Describe and apply the key ideals of unity and diversity within the context of the State of Washington.</p> <p>C1.4.5 Describe the key ideals of rights set forth in Article I of the Washington state constitution.</p> <p>C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government.</p>

		<p>C2.4.2 Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.</p> <p>C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.</p> <p>C3.4.1 Recognize that tribes have lived in North America since time immemorial.</p> <p>C3.4.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.</p> <p>C3.4.3 Explain how tribes of Washington state and the government of the United States are on the same level (nation-to-nation).</p> <p>C3.4.4 Demonstrate that tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”</p> <p>C3.4.5 Define the complexity of sovereignty for federally recognized tribes in Washington state. Identify ways in which the United States Constitution recognizes tribal sovereignty as unique from other types of sovereignty.</p> <p>C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.</p> <p>C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.</p> <p>C4.4.3 Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms.</p> <p>C4.4.4 Explain that tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.</p> <p>H1.4.1 Create timelines to show how historical events are organized into time periods and eras.</p> <p>H1.4.2 Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889:</p> <p>Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present)</p> <p>Maritime and overland exploration, encounter, and trade (1774-1849)</p> <p>Immigration and settlement (1811-1889)</p> <p>Territory and treaty-making (1854-1889)</p> <p>H2.4.1 Analyze and explain how individuals have caused change in Washington state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.</p> <p>H3.4.2 Explain connections between historical context and people’s perspective of Washington state history.</p> <p>H3.4.3 Explain how the events of Washington state history contributed to the different perspectives between native and non-native people.</p> <p>H3.4.4 Describe how people’s perspectives shaped the historical sources they created.</p> <p>H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.</p> <p>H4.4.2 Use evidence to develop a claim about Washington state, and tribal</p>
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		<p>nations and groups.</p> <p>H4.4.3 Compare information provided by different historical sources.</p> <p>H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>
<b>Unit 5: History</b>		
26	Chronology	<p>H1.4.1 Create timelines to show how historical events are organized into time periods and eras.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
27	Change Over Time	SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
28	Conflict and Cooperation	SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
29	Contributions of Individuals and Groups	<p>H2.4.1 Analyze and explain how individuals have caused change in Washington state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.</p> <p>H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.</p> <p>H3.4.1 Explain why individuals and groups in Washington state history differed in their perspectives.</p> <p>H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
30	Symbols and Landmarks	<p>H2.4.1 Analyze and explain how individuals have caused change in Washington state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.</p> <p>H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.</p> <p>H3.4.1 Explain why individuals and groups in Washington state history differed in</p>

		<p>their perspectives.</p> <p>H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
31	Celebrations and Remembrance	<p>H2.4.1 Analyze and explain how individuals have caused change in Washington state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.</p> <p>H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.</p> <p>H3.4.1 Explain why individuals and groups in Washington state history differed in their perspectives.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p>
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	<p>H2.4.1 Analyze and explain how individuals have caused change in Washington state history.</p> <p>H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.</p> <p>H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.</p> <p>H3.4.1 Explain why individuals and groups in Washington state history differed in their perspectives.</p> <p>H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.</p> <p>SSS1.4.1 Identify the concepts used in documents and sources.</p> <p>SSS1.4.2 Evaluate primary and secondary sources.</p> <p>SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.</p> <p>SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.</p> <p>SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <p>SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).</p> <p>SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.</p>

Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	<p>SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>
2	Historical Inquiry Sources	<p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>
3	Analyzing and Evaluating Evidence	<p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p>
4	Communicating Conclusions	<p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p> <p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
5	Engaging in Your Own Inquiry	<p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p>

		<p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p> <p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p> <p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
<b>Unit 2: North America Before European Contact</b>		
6	Life in the Americas	<p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
7	Government and Culture	G2.5.2 Explain how culture influences the way people modify and adapt



	in North America	<p>to their environments.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
8	Trade and Economics in North America	<p>E4.5.1 Explain how trade leads to increasing economic interdependence among nations.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
9	Guided Inquiry: Lives of North American Indians	<p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time</p>



		<p>immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p> <p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p> <p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
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### Unit 3: The Age of European Exploration and Colonization

10	The Age of Encounters	<p>E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.</p> <p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p>
11	Consequences of Contact	<p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p>

		<p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.</p>
12	The Colonies and Their Founding	<p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies</p>

		<p>differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
13	Jamestown	<p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
14	Colonial Life	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of the American colonies.</p> <p>E4.5.1 Explain how trade leads to increasing economic interdependence among nations.</p> <p>G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>

		<p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
15	Guided Inquiry: Life in the British Colonies	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of the American colonies.</p> <p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.</p> <p>H1.5.1 Create timelines to demonstrate historical events caused by other important events.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p>

		<p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p> <p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p> <p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
16	Conflicts and Compromise in North America	<p>E4.5.1 Explain how trade leads to increasing economic interdependence among nations.</p> <p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.</p> <p>G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time</p>

		<p>immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)  H2.5.1 Analyze and explain how individuals have caused change in United States history.  H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.  H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.  H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.  H4.5.4 Use evidence to develop a claim about colonial America.</p>
17	Clash of Empires	<p>E4.5.1 Explain how trade leads to increasing economic interdependence among nations.  G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.  G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.  G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.  G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.  G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.  G2.5.2 Explain how culture influences the way people modify and adapt to their environments.  G2.5.3 Explain how the cultural and environmental characteristics of places change over time.  G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.  G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.  G3.5.1 Describe the impact of European settlements on Native American tribes.  G3.5.2 Determine the impact of trade on African peoples.  H1.5.1 Create timelines to demonstrate historical events caused by other important events.  H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)  H2.5.1 Analyze and explain how individuals have caused change in United States history.</p>



		<p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
18	Consequences of the French and Indian War	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.</p> <p>G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G3.5.1 Describe the impact of European settlements on Native American tribes.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
<b>Unit 4: The American Revolution</b>		
19	The Acts of Parliament	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of</p>



		<p>the American colonies.</p> <p>E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
20	The Actions of the Colonies	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of the American colonies.</p> <p>E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
21	The Shot Heard 'Round the World	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of the American colonies.</p> <p>E3.5.2 Explain ways the British used taxation policies to pay for goods</p>

		<p>and services they provided.</p> <p>G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
22	Guided Inquiry: The Road to Revolution	<p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E3.5.1 Describe the impact of the British government on the economy of the American colonies.</p> <p>E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p>

		<p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p> <p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
23	Independence and Revolution: The Government	<p>C1.5.2 Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.</p> <p>C1.5.5 Describe and apply the key ideals of unity and diversity within the context of the United States.</p> <p>C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources</p>

		<p>they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p>
24	Independence and Revolution: The People	<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time immemorial to 1791) Encounter, colonization, and devastation (1492-1763) Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
25	Independence and Revolution: The Military	<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time immemorial to 1791) Encounter, colonization, and devastation (1492-1763) Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the</p>

		<p>United States have implications for current decisions and influence the future.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
26	Outcomes of the American Revolution	<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time immemorial to 1791) Encounter, colonization, and devastation (1492-1763) Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
<b>Unit 5: Creating a New Nation</b>		
27	The Founders and the Process	<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: Development of tribal nations in North America (time immemorial to 1791) Encounter, colonization, and devastation (1492-1763) Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p>
28	The Constitution	<p>C2.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and</p>

		<p>places.</p> <p>C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>C2.5.5 Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)</p> <p>C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:  Development of tribal nations in North America (time immemorial to 1791)  Encounter, colonization, and devastation (1492-1763)  Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p> <p>H3.5.2 Explain connections among historical context and people's perspectives in the American colonies.</p> <p>H3.5.3 Describe how people's perspectives shaped the historical sources they created.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.2 Describe the purpose of documents and the concepts used in them.</p> <p>H4.5.3 Summarize the central claim in a secondary work of history.</p> <p>H4.5.4 Use evidence to develop a claim about colonial America.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p>
29	The Bill of Rights	<p>C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.</p>
30	The New Nation	G2.5.4 Describe how environmental and cultural characteristics influence



		<p>population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
31	America on the Move	<p>E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.</p> <p>G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p>



		<p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p>
32	Guided Inquiry: Changes in the United States	<p>G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>G2.5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>G2.5.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>G3.5.2 Determine the impact of trade on African peoples.</p> <p>G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <p>Development of tribal nations in North America (time immemorial to 1791)</p> <p>Encounter, colonization, and devastation (1492-1763)</p> <p>Revolution and constitution (1763-1791)</p> <p>H2.5.1 Analyze and explain how individuals have caused change in United States history.</p> <p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.</p> <p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.</p> <p>SSS1.5.2 Construct arguments using claims and evidence from multiple sources.</p>

	<p>SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>SSS2.5.3 Critique arguments.</p> <p>SSS2.5.4 Critique explanations.</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
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Week	Title	Standards Covered
1	Planet Earth (Geography)	<p>G1.6-8.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information. Identify the location of places and regions in the world and understand their physical and cultural characteristics</p>
2	Earth (Geography)	<p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics</p> <p>H1.6-8.1 Understands historical chronology. Analyze different cultural measurements of time.</p>
3	Earliest Humans	<p>G2.6-8.2 Understands human interaction with the environment. Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p> <p>G2.6-8.2 Explain the geographic factors that influence the movement of groups of people in world history.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p>
4	Historic Times Begin	<p>H1.6-8.1 Understands historical chronology. Analyze different cultural measurements of time.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history.</p> <p>Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>

Week	Title	Standards Covered
		<p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>
5	People of Phoenicia	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>

Week	Title	Standards Covered
6	Life in Ancient Egypt	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>
7	Pyramids	<p>C2.6-8.1 Understands the purposes, organization, and function of governments, laws, and political systems. Explain a variety of forms of government from the past or present.</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>
8	African Kingdoms	<p>E4.6-8.1 Understands the economic issues and problems that all societies face. Explain the distribution of wealth and sustainability of resources in the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>

Week	Title	Standards Covered
9	Ancient Israelites	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>
10	Ancient Greeks	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>
11	Greek Civilization	<p>C2.6-8. 1 Understands the purposes, organization, and function of governments, laws, and political systems. Explain a variety of forms of government from the past or present.</p> <p>C3.6-8.1 Understands the purposes and organization of tribal and international relationships and U.S. foreign policy. Analyze how societies have interacted with one another.</p>

Week	Title	Standards Covered
		<p>C4.6-8.1 Understands civic involvement. Describe the historical origins of civic involvement.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>
12	Alexander the Great	<p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
13	Ancient India	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history.</p>



Week	Title	Standards Covered
		<p>Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
14	Ancient China	<p>E2.6-8.2 Explain how scarce resources have affected international trade in the past or present.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
15	Ancient Japan	<p>C4.6-8.1 Understands civic involvement. Describe the historical origins of civic involvement.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p>

Week	Title	Standards Covered
		<p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
16	Life in Rome	<p>C2.6-8.1 Understands the purposes, organization, and function of governments, laws, and political systems. Explain a variety of forms of government from the past or present.</p> <p>C4.6-8.1 Understands civic involvement. Describe the historical origins of civic involvement.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H1.6-8.1 Understands historical chronology. Analyze different cultural measurements of time.</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>
17	Ancient Rome: Part II	<p>C2.6-8.1 Understands the purposes, organization, and function of governments, laws, and political systems. Explain a variety of forms of government from the past or present.</p>

Week	Title	Standards Covered
		<p>C4.6-8.1 Understands civic involvement. Describe the historical origins of civic involvement.</p> <p>E3.6-8.1 Understands the government's role in the economy. Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.</p> <p>G2.6-8.2 Understands human interaction with the environment. Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p>
18	Germanic Tribes	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>
19	Christianity	<p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>

Week	Title	Standards Covered
		<p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>
20	Islamic Empire	<p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p> <p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>
21	Middle Ages	<p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE</p>

Week	Title	Standards Covered
		<p>500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
22	Crusades Bring Change	<p>C1.6-8.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents. Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.</p> <p>C2.6-8.1 Understands the purposes, organization, and function of governments, laws, and political systems. Explain a variety of forms of government from the past or present.</p> <p>C3.6-8.1 Understands the purposes and organization of tribal and international relationships and U.S. foreign policy. Analyze how societies have interacted with one another.</p>
23	Age of Exploration	<p>E1.6-8.1 Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices. Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>E2.6-8.1 Understands how economic systems function. Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history.</p>

Week	Title	Standards Covered
		Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.
24	Maya, Aztec, and Inca	<p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
25	The Renaissance	<p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p>
26	Reformation	<p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events.</p>

Week	Title	Standards Covered
		<p>Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p> <p>H4.6-8.1 Understands how historical events inform analysis of contemporary issues and events. Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>
27	Oceania	<p>G2.6-8.2 Understands human interaction with the environment. Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.</p> <p>H1.6-8.1 Explain how the rise of civilizations defines two or more eras, such as: 8,000 BCE to 500 BCE 500 BCE to 500 CE 500 CE to 1600 CE</p> <p>H2.6-8.1 Understands and analyzes causal factors that have shaped major events in history. Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>H3.6-8.1 Understands that there are multiple perspectives and interpretations of historical events. Analyze and interpret historical materials from a variety of perspectives in world history.</p> <p>H3.6-8.1 Analyze multiple causal factors to create and support a claim about major events in world history.</p>
28	Wrapping It Up (Culture, Geography)	None