

Standards		Weekly Issues
<b>Social Studies Inquiry Practices and Processes (Inq)</b>		
SS.Inq1.a.e	Explain why or how a teacher- or text-provided question is important to a topic or issue.	
SS.Inq1.b.e	When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").	
SS.Inq2.a	Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry process.	
SS.Inq2.a.e	Brainstorm what resources would be valuable to guide the inquiry.	
SS.Inq2.b.e	Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 24 Life Long Ago and Today Week 25 Inventors Week 27 Culture Week 28 Holidays Around the World
SS.Inq3.a.e	With prompting and support, state a claim to answer a question that the class is considering	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 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

Standards		Weekly Issues
		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
SS.Inq3.b	Cite evidence from multiple sources to support a claim	Week 24 Life Long Ago and Today Week 25 Inventors
SS.Inq3.c	Elaborate how evidence supports a claim	
SS.Inq3.c.e	Explain how evidence supports a claim for a class inquiry.	
SS.Inq4.a.i	Communicate conclusions	Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 25 Inventors Week 27 Culture
SS.Inq4.b	Critique conclusions	
SS.Inq4.b.e	Respond effectively to questions about their inquiry.	
SS.Inq5.a.e	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	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
<b>Behavioral Sciences (BH)</b>		
SS.BH2.a.K-1	Describe how groups of people are alike and different.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 12 National Patriotic Holidays Week 24 Life Long Ago and Today Week 27 Culture Week 28 Holidays Around the World
SS.BH4.a.e	Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes	Week 13 Map Skills Week 18 Human Characteristics of a Place Week 25 Inventors Week 26 Transportation Over Time
<b>Economics (Econ)</b>		

Standards		Weekly Issues
<i>(no Kindergarten-specific economics standards)</i>		
<b>Geography (Geog)</b>		
SS.Geog2.a.K-1	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal	Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map
<b>History (Hist)</b>		
SS.Hist1.a.e	Identify one more more causes of an event, issue, or problem	Week 6 Important Documents Week 7 Learning and Working Together Week 26 Transportation Over Time
SS.Hist1.b.e	Identify one or more effects of an event, issue, or problem	Week 6 Important Documents Week 7 Learning and Working Together Week 26 Transportation Over Time
SS.Hist2.a.e	Identify patterns of what stayed the same to self, family, and community over time.	Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
SS.Hist2.b.e	Identify patterns of change to self, family, and community over time.	Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
SS.Hist2.c.e	Explain how something outside your home can affect your family.	Week 5 Government Week 6 Important Documents Week 8 Citizens Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place
SS.Hist3.a.e	Describe a person or event from the past that reflects your own life in some way	Week 6 Important Documents Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 12 National Patriotic Holidays 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
SS.Hist3.b.e	Explain why two people can talk about an event from different viewpoints.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 8 Citizens Week 27 Culture Week 28 Holidays Around the World

Standards		Weekly Issues
SS.Hist3.c.e	Explain how something from the past can affect your life now.	Week 6 Important Documents Week 9 Characteristics of Responsible Citizens Week 10 Patriotism Week 12 National Patriotic Holidays 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
SS.Hist4.a.e	Describe the events that led to the creation of a primary source.	Week 6 Important Documents Week 23 History
SS.Hist4.b.e	Identify the intended audience for whom the primary or secondary source was created.	Week 6 Important Documents Week 23 History
SS.Hist4.c.e	Create one primary source about your life.	Week 23 History
SS.Hist4.d.e	Identify the POV of your own primary or secondary source.	Week 23 History
<b>Political Science (PS)</b>		
SS.PS1.a.K-1	Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.	Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 8 Citizens 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
SS.PS3.b.e	Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).	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 Week 23 History
SS.PS4.a.e	Compare and contrast perspectives on the same topic.	Week 1 I Am a Member of a Community Week 7 Learning and Working Together Week 23 History Week 27 Culture Week 28 Holidays Around the World

Standards

Weekly Issues

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<b>Inquiry</b>		
SS.Inq1.a.e	Explain why or how a teacher- or text-provided question is important to a topic or issue.	
SS.Inq1.b.e	When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").	
SS.Inq2.a.e	Brainstorm what resources would be valuable to guide the inquiry.	
SS.Inq2.b.e	Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 19 Geography of Our Community Week 22 History
SS.Inq3.a.e	With prompting and support, state a claim to answer a question that the class is considering	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

Standards		Weekly Issues
		Week 32 Spending and Saving
SS.Inq3.c.e	Explain how evidence supports a claim for a class inquiry.	
SS.Inq4.a.i	Communicate conclusions	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
SS.Inq4.b.e	Respond effectively to questions about their inquiry.	
SS.Inq5.a.e	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 11 Patriotism



Standards		Weekly Issues
<b>Behavioral Science</b>		
SS.BH2.a.K-1	Describe how groups of people are alike and different.	Week 8 Citizens Week 25 Culture Week 26 Folktales and Legends
SS.BH2.b.1	Understand ways people change and adapt to new situations in places and within a family.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 25 Culture
SS.BH4.a.e	Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 24 Communication Over Time
<b>Economics</b>		
SS.Econ1.a.1	Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country.	Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices
SS.Econ2.a.1	Differentiate between buyers (consumers) and sellers (producers).	Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy
SS.Econ3.a.1	Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).	
	Categorize types of money (e.g., coins, bills) and explain why money is used.	Week 27 Needs and Wants Week 28 Economics Week 30 Jobs Week 32 Spending and Saving
SS.Econ4.b.1	Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.	Week 5 Government Services Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
SS.Econ4.d.1	Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).	Week 29 Economic Choices



Standards		Weekly Issues
<b>Geography</b>		
SS.Geog1.a.1	Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.	Week 14 Map Skills Week 15 Location
SS.Geog1.c.1	Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.	Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
SS.Geog2.a.K-1	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.	Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
SS.Geog2.d.1	Identify and explain differences between rural and urban areas.	
SS.Geog3.a.1	Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)	Week 15 Location
SS.Geog5.a.1	Provide examples of human changes to the environment surrounding the school or neighborhood.	Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
<b>History</b>		
SS.Hist1.a.e	Identify one or more causes of an event, issue, or problem.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 22 History
SS.Hist1.b.e	Identify one or more effects of an event, issue	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 22 History
SS.Hist2.a.e	Identify patterns of what stayed the same to self, family, and community over time.	Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 25 Culture

Standards		Weekly Issues
SS.Hist2.b.e	Identify patterns of change to self, family, and community over time.	Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 25 Culture
SS.Hist2.c.e	Explain how something happening outside of your home can affect your family.	Week 5 Government Services Week 8 Citizens
SS.Hist3.a.e	Describe a person or event from the past that reflects your own life in some way.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time Week 25 Culture
SS.Hist3.b.e	Explain why two people can talk about an event from different viewpoints.	Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 22 History Week 25 Culture Week 26 Folktales and Legends
SS.Hist3.c.e	Explain how something from the past can affect your life now.	Week 6 Founders Week 7 Important Documents Week 10 Responsible Citizens in History Week 13 National Patriotic Holidays Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time Week 25 Culture
SS.Hist4.a.e	Describe the events that led to the creation of a primary source.	Week 6 Founders Week 7 Important Documents Week 22 History Week 23 Life Long Ago and Today
SS.Hist4.b.e	Identify the intended audience for whom the primary or secondary source was created.	Week 6 Founders Week 22 History
SS.Hist4.c.e	Create one primary source about your life.	Week 21 Change Over Time Week 22 History
SS.Hist4.d.e	Identify the POV of your own primary or secondary source.	

Standards		Weekly Issues
<b>Political Science</b>		
SS.PS1.a.K-1	Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.	Week 2 Authority Figures Week 3 Rules and Laws Week 6 Founders Week 7 Important Documents Week 11 Patriotism Week 12 National Patriotic Symbols Week 13 National Patriotic Holidays Week 25 Culture
SS.PS1.b.1-2	Compare contributions of two or more influential people related to the founding of the United States.	
SS.PS2.a.1-2	Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).	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
SS.PS2.c.1-2	Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens
S.PS3.c.1	Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).	Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens
SS.PS3.d.1	Predict how people come up with different ideas to solve a problem.	Week 2 Authority Figures Week 3 Rules and Laws Week 5 Government Services Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens

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Inquiry		
SS.Inq1.a.e	Explain why or how a teacher- or text-provided question is important to a topic or issue.	
SS.Inq1.b.e	When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").	
SS.Inq2.a.e	Brainstorm what resources would be valuable to guide the inquiry.	
SS.Inq2.b.e	Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	Week 1 Sources Week 6 Important Documents Week 14 Founders Week 31 Solving Problems in Your Community
SS.Inq3.a.e	With prompting and support, state a claim to answer a question that the class is considering	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

Standards		Weekly Issues
		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
SS.Inq3.b.e	Determine which evidence in teacher-provided sources support a claim that answers a compelling question.	
SS.Inq3.c.e	Explain how evidence supports a claim for a class inquiry.	
SS.Inq4.a.i	Communicate conclusions	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

Standards		Weekly Issues
		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
SS.Inq4.b.e	Respond effectively to questions about their inquiry.	
SS.Inq5.a.e	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 11 Citizenship Week 12 Patriotism Week 13 Patriotic Symbols Week 31 Solving Problems in Your Community
<b>Behavioral Science</b>		
SS.BH1.a.2	Understand we are individuals influenced by our relationships and environments.	Week 3 I Belong to a Community Week 11 Citizenship Week 21 Humans and the Environment Week 23 Culture Week 24 Regions of the World
SS.BH1.b.2	Identify situations and places that impact a person's emotions.	Week 11 Citizenship Week 23 Culture
SS.BH3.a.2	Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).	Week 23 Culture
SS.BH4.a.e	Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.	

Standards		Weekly Issues
<b>Economics</b>		
SS.Econ1.b.2	Predict a person's change in behavior as a response to different potential rewards.	
SS.Econ2.b.2	Define product market and categorize prices of products in a local market.	Week 28 Producers and Consumers Week 29 Economic Principles
SS.Econ2.c.2	Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles
SS.Econ4.a.2	Hypothesize how a good gets to the local community market.	
SS.Econ4.c.2	Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.	Week 10 Government Services
SS.Econ4.e.2	Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.	Week 26 Economic Activity Week 27 Economic Choices Week 28 Producers and Consumers Week 29 Economic Principles
<b>Geography</b>		
SS.Geog1.b.1-2	Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	Week 15 Memorials and Monuments 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 24 Regions of the World Week 25 Needs, Wants, and Resources
SS.Geog2.b.2	Explain why people have moved to and away from their community.	Week 21 Humans and the Environment Week 22 Movement



Standards		Weekly Issues
SS.Geog2.c.2	Describe population changes in their community over time.	Week 21 Humans and the Environment Week 22 Movement
SS.Geog3.b.2	Compare and contrast the different modes of transportation and communication used by families in work and daily lives.	Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 22 Movement
SS.Geog4.a.2	Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).	Week 17 Map Skills Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World
SS.Geog5.b.2	Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.	Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 24 Regions of the World Week 25 Needs, Wants, and Resources Week 26 Economic Activity
<b>History</b>		
SS.Hist1.a.e	Identify one or more causes of an event, issue, or problem.	Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 22 Movement Week 30 More Economic Principles Week 31 Solving Problems in Your Community
SS.Hist1.b.e	Identify one or more effects of an event, issue, or problem	Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 22 Movement Week 30 More Economic Principles Week 31 Solving Problems in Your Community

Standards		Weekly Issues
SS.Hist2.a.e	Identify patterns of what stayed the same to self, family, and community over time.	Week 22 Movement Week 30 More Economic Principles
SS.Hist2.b.e	Identify patterns of change to self, family, and community over time.	Week 2 Timelines Week 22 Movement Week 30 More Economic Principles Week 32 Historical Figures
SS.Hist2.c.e	Explain how something happening outside of your home can affect your family	Week 3 I Belong to a Community Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 9 Tribal, State, and Local Government Week 10 Government Services Week 11 Citizenship Week 25 Needs, Wants, and Resources Week 31 Solving Problems in Your Community
SS.Hist3.a.e	Describe a person or event from the past that reflects your own life in some way.	Week 14 Founders Week 32 Historical Figures
SS.Hist3.b.e	Explain why two people can talk about an event from different viewpoints.	Week 5 Principles of Democracy Week 23 Culture Week 31 Solving Problems in Your Community
SS.Hist3.c.e	Explain how something from the past can affect your life now.	Week 2 Timelines Week 6 Important Documents Week 14 Founders Week 16 Patriotic Holidays Week 32 Historical Figures
SS.Hist4.a.e	Describe the events that led to the creation of a primary source.	Week 1 Sources Week 6 Important Documents Week 14 Founders Week 32 Historical Figures
SS.Hist4.b.e	Identify the intended audience for whom the primary or secondary source was created.	Week 1 Sources Week 6 Important Documents Week 32 Historical Figures

Standards		Weekly Issues
SS.Hist4.c.e	Create one primary source about your life.	Week 2 Timelines
SS.Hist4.d.e	Identify the POV of your own primary or secondary source.	
<b>Political Science</b>		
SS.PS1.b.1-2	Compare contributions of two or more influential people related to the founding of the United States.	Week 6 Important Documents Week 14 Founders
SS.PS2.a.1-2	Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 10 Government Services Week 11 Citizenship
SS.PS2.b.2	Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.	Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 11 Citizenship
SS.PS2.c.1-2	Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).	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
SS.PS4.a.e	Compare and contrast perspectives on the same topic.	Week 5 Principles of Democracy Week 11 Citizenship Week 31 Solving Problems in Your Community

Standards		Weekly Issues
Social Studies Inquiry Practices and Processes (Inq)(3-5)		
<b>SS.Inq1.a.i</b>	Develop a list of open- and closed-ended questions on a topic or issue.	1: Developing Inquiries 5: Engage in Your Own Inquiry
<b>SS.Inq1.b.i</b>	Develop a list of questions that support the research through discussion and investigation to guide inquiry.	1: Developing Inquiries
<b>SS.Inq2.a.i</b>	Gather a variety of resources into categories to guide the inquiry.	2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States 26: Inquiry: Colonization
<b>SS.Inq2.b.i</b>	Evaluate resources to determine which best support the inquiry and supporting questions.	2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States 26: Inquiry: Colonization
<b>SS.Inq3.a.i</b>	Create a thesis statement based on evidence found in sources to make a claim.	1: Developing Inquiries 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States 26: Inquiry: Colonization
<b>SS.Inq3.b.i</b>	Select appropriate evidence from sources to support a claim.	2: Sources 3: Examining Evidence and Communicating Conclusions
<b>SS.Inq3.c.i</b>	Assess how evidence supports a claim.	2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States

Standards		Weekly Issues
<b>SS.Inq4.a.i</b>	Communicate conclusions from a variety of teacher provided presentation options.	3: Examining Evidence and Communicating Conclusions 4: Taking Action 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States 26: Inquiry: Colonization
<b>SS.Inq4.b.i</b>	Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	4: Taking Action 5: Engage in Your Own Inquiry 18: Inquiry: Research First Nations in Wisconsin and the United States
<b>SS.Inq5.a.i</b>	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	
<b>Behavioral Sciences (BH)(3-5)</b>		
<b>SS.BH1.a.4</b>	Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	
<b>SS.BH1.b.4</b>	Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	
<b>SS.BH2.a.4-5</b>	Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	
<b>SS.BH2.b.4</b>	Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	
<b>SS.BH3.a.5</b>	Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	
<b>SS.BH4.a.i</b>	Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	15: Life in the Americas 21: Resources 29: Community Interdependence 31: Change Over Time

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<b>Economics (Econ)(3-5)</b>		
<b>SS.Econ1.a.3</b>	Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	16: Trade and Economics 17: Native Americans of Wisconsin 21: Resources 29: Community Interdependence 31: Change Over Time
<b>SS.Econ1.b.4</b>	Infer potential incentives in a real-world situation.	
<b>SS.Econ2.a.3-4</b>	Compare two product markets found in the local community. Differentiate between goods and services.	16: Trade and Economics 24: Producers and Consumers 29: Community Interdependence
<b>SS.Econ2.b.4-5</b>	Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	
<b>SS.Econ2.c.3</b>	Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	22: Economic Principles 24: Producers and Consumers 29: Community Interdependence
<b>SS.Econ3.a.4</b>	Investigate how the cost of things changes over time.	
<b>SS.Econ3.b.5</b>	Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	
<b>SS.Econ4.a.3</b>	Trace the chain of supply for a needed product (e.g., food, shelter).	22: Economic Principles 24: Producers and Consumers 29: Community Interdependence
<b>SS.Econ4.b.4-5</b>	Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	
<b>SS.Econ4.c.5</b>	Discuss reasons a government taxes people.	
<b>SS.Econ4.d.5</b>	Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	

Standards		Weekly Issues
<b>SS.Econ4.e.3</b>	Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	22: Economic Principles
<b>Geography (Geog)(3-5)</b>		
<b>SS.Geog1.a.4-5</b>	Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)	
<b>SS.Geog1.b.i</b>	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	6: Thinking Like a Geographer 7: Map Skills 13: Geographic Tools: Images and Data 23: Using Charts, Maps, and Data 30: Conflict and Cooperation in North America
<b>SS.Geog1.c.4-5</b>	Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	
<b>SS.Geog2.a.3</b>	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).	8: Natural Features and Landforms 9: Natural Features: Oceans and Deserts 10: Regions of the United States 11: Urban, Suburban, and Rural Land Use 12: Regions of Wisconsin 14: Migration 19: Communities Over Time 23: Using Charts, Maps, and Data
<b>SS.Geog2.b.5</b>	Investigate push and pull factors of movement in their community, state, country, and world.	
<b>SS.Geog2.c.5</b>	Describe population changes in their state and country over time.	
<b>SS.Geog2.d.4-5</b>	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.	



Standards		Weekly Issues
<b>SS.Geog3.a.5</b>	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	
<b>SS.Geog3.b.4</b>	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.	
<b>SS.Geog4.a.4</b>	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	9: Natural Features: Oceans and Deserts
<b>SS.Geog5.a.3-4</b>	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	12: Regions of Wisconsin 19: Communities Over Time 31: Change Over Time
<b>SS.Geog5.b.5</b>	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	
<b>History (Hist)(3-5)</b>		
<b>SS.Hist1.a.i</b>	Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	28: Fur Trade 30: Conflict and Cooperation in North America
<b>SS.Hist1.b.i</b>	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	28: Fur Trade 30: Conflict and Cooperation in North America
<b>SS.Hist2.a.i</b>	Describe patterns of continuity over time in the community, state, and the United States.	19: Communities Over Time 23: Using Charts, Maps, and Data 25: Coming to America 27: Timelines
<b>SS.Hist2.b.i</b>	Describe patterns of change over time in the community, state, and the United States.	19: Communities Over Time 23: Using Charts, Maps, and Data 25: Coming to America 27: Timelines

Standards		Weekly Issues
<b>SS.Hist2.c.i</b>	Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	15: Life in the Americas 17: Native Americans of Wisconsin 20: Exploring the Americas 23: Using Charts, Maps, and Data 25: Coming to America 28: Fur Trade 32: Eyewitnesses to Change Over Time
<b>SS.Hist3.a.i</b>	Compare events in Wisconsin history to a current issue or event.	28: Fur Trade 32: Eyewitnesses to Change Over Time
<b>SS.Hist3.b.i</b>	Identify different historical perspectives regarding people and events in the past.	2: Sources 15: Life in the Americas 17: Native Americans of Wisconsin 20: Exploring the Americas 28: Fur Trade
<b>SS.Hist3.c.i</b>	Explain how historical events have possible implications on the present.	15: Life in the Americas 20: Exploring the Americas 25: Coming to America 28: Fur Trade
<b>SS.Hist4.a.i</b>	Describe the historical context (situation) of a primary or secondary source.	25: Coming to America 26: Inquiry: Colonization 32: Eyewitnesses to Changes Over Time
<b>SS.Hist4.b.i</b>	Describe the significance of the intended audience of a primary or secondary source.	26: Inquiry: Colonization 32: Eyewitnesses to Changes Over Time
<b>SS.Hist4.c.i</b>	Describe the intended purpose of a specific primary or secondary source.	26: Inquiry: Colonization 32: Eyewitnesses to Changes Over Time
<b>SS.Hist4.d.i</b>	Describe the impact of the POV of the author on a primary or secondary source.	2: Sources 18: Inquiry: Research First Nations in Wisconsin and the United States 26: Inquiry and Colonization 32: Eyewitnesses to Changes Over Time
<b>Political Science (PS)(3-5)</b>		
<b>SS.PS1.a.i</b>	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.	16: Trade and Economics 30: Conflict and Cooperation in North America

Standards		Weekly Issues
<b>SS.PS1.b.4-5</b>	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.	
<b>SS.PS2.a.i</b>	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).	
<b>SS.PS2.b.5</b>	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	
<b>SS.PS2.c.4-5</b>	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	
<b>SS.PS3.a.4-5</b>	Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.	
<b>SS.PS3.b.3-4</b>	Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	
<b>SS.PS3.c.4-5</b>	Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	
<b>SS.PS3.d.5</b>	Provide examples of how different governments solve problems.	

Standards		Weekly Issues
<b>SS.PS4.a.i</b>	Compile relevant information to form a political argument taking other points of view into account.	18: Inquiry: Research First Nations in Wisconsin and the United States 30: Conflict and Cooperation in North America
<b>SS.PS4.b.5</b>	Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	

Standards		Weekly Issues
<b>Social Studies Inquiry Practices and Processes (Inq)(3-5)</b>		
<b>SS.Inq1.a.i</b>	Develop a list of open- and closed-ended questions on a topic or issue.	1: Developing Questions and Planning Inquiries 4: Engaging In Your Own Inquiry
<b>SS.Inq1.b.i</b>	Develop a list of questions that support the research through discussion and investigation to guide inquiry.	3: Analyzing and Evaluating Evidence
<b>SS.Inq2.a.i</b>	Gather a variety of resources into categories to guide the inquiry.	2: Historical Inquiry Sources 4: Engaging In Your Own Inquiry
<b>SS.Inq2.b.i</b>	Evaluate resources to determine which best support the inquiry and supporting questions.	3: Analyzing and Evaluating Evidence 4: Engaging In Your Own Inquiry
<b>SS.Inq3.a.i</b>	Create a thesis statement based on evidence found in sources to make a claim.	3: Analyzing and Evaluating Evidence 4: Engaging In Your Own Inquiry
<b>SS.Inq3.b.i</b>	Select appropriate evidence from sources to support a claim.	2: Historical Inquiry Sources
<b>SS.Inq3.c.i</b>	Assess how evidence supports a claim.	3: Analyzing and Evaluating Evidence 4: Engaging In Your Own Inquiry
<b>SS.Inq4.a.i</b>	Communicate conclusions from a variety of teacher provided presentation options.	4: Engaging In Your Own Inquiry
<b>SS.Inq4.b.i</b>	Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	3: Analyzing and Evaluating Evidence 4: Engaging In Your Own Inquiry
<b>SS.Inq5.a.i</b>	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	
<b>Behavioral Sciences (BH)(3-5)</b>		
<b>SS.BH1.a.4</b>	Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	8: Human Characteristics
<b>SS.BH1.b.4</b>	Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	11: Culture

Standards		Weekly Issues
<b>SS.BH2.a.4-5</b>	Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	
<b>SS.BH2.b.4</b>	Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	11: Culture 14: Consequences of the French and Indian War
<b>SS.BH3.a.5</b>	Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	
<b>SS.BH4.a.i</b>	Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	25: Tribes in Wisconsin
<b>Economics (Econ)(3-5)</b>		
<b>SS.Econ1.a.3</b>	Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	
<b>SS.Econ1.b.4</b>	Infer potential incentives in a real-world situation.	15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2 20: The Constitution 23: The New Nation 27: Native Americans and Wisconsin
<b>SS.Econ2.a.3-4</b>	Compare two product markets found in the local community. Differentiate between goods and services.	28: Mining and Logging in Wisconsin
<b>SS.Econ2.b.4-5</b>	Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	28: Mining and Logging in Wisconsin
<b>SS.Econ2.c.3</b>	Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	

Standards		Weekly Issues
<b>SS.Econ3.a.4</b>	Investigate how the cost of things changes over time.	28: Mining and Logging in Wisconsin
<b>SS.Econ3.b.5</b>	Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	
<b>SS.Econ4.a.3</b>	Trace the chain of supply for a needed product (e.g., food, shelter).	
<b>SS.Econ4.b.4-5</b>	Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	
<b>SS.Econ4.c.5</b>	Discuss reasons a government taxes people.	
<b>SS.Econ4.d.5</b>	Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	
<b>SS.Econ4.e.3</b>	Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	
<b>Geography (Geog)(3-5)</b>		
<b>SS.Geog1.a.4-5</b>	Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)	6: Location 18: The American Revolution: Part 2 23: The New Nation 24: The War of 1812 30: Wisconsin Territory and the United States
<b>SS.Geog1.b.i</b>	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	5: Geographic Skills 6: Location
<b>SS.Geog1.c.4-5</b>	Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	6: Location 7: Physical Characteristics 9: Regions 24: The War of 1812 26: Ojibwe Nations



Standards		Weekly Issues
<b>SS.Geog2.a.3</b>	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).	
<b>SS.Geog2.b.5</b>	Investigate push and pull factors of movement in their community, state, country, and world.	
<b>SS.Geog2.c.5</b>	Describe population changes in their state and country over time.	
<b>SS.Geog2.d.4-5</b>	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.	8: Human Characteristics 10: Movement 28: Mining and Lodging in Wisconsin
<b>SS.Geog3.a.5</b>	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	
<b>SS.Geog3.b.4</b>	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.	10: Movement 15: The Road to Revolution 28: Mining and Lodging in Wisconsin
<b>SS.Geog4.a.4</b>	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	8: Human Characteristics 9: Regions 12: Guided Inquiry: Physical and Human Characteristics of Wisconsin 25: Tribes in Wisconsin
<b>SS.Geog5.a.3-4</b>	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	8: Human Characteristics 28: Mining and Lodging in Wisconsin
<b>SS.Geog5.b.5</b>	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	28: Mining and Lodging in Wisconsin

Standards		Weekly Issues
<b>History (Hist)(3-5)</b>		
<b>SS.Hist1.a.i</b>	Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	13: Clash of the Empires 14: Consequences of the French and Indian War 15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2 27: Native Americans and Wisconsin 31: Women's Suffrage
<b>SS.Hist1.b.i</b>	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	13: Clash of the Empires 14: Consequences of the French and Indian War 15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2 27: Native Americans and Wisconsin 31: Women's Suffrage
<b>SS.Hist2.a.i</b>	Describe patterns of continuity over time in the community, state, and the United States.	32: Guided Inquiry: Conflict in the United States
<b>SS.Hist2.b.i</b>	Describe patterns of change over time in the community, state, and the United States.	10: Movement 32: Guided Inquiry: Conflict in the United States
<b>SS.Hist2.c.i</b>	Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	17: Declaration of Independence 19: The Founders and Process 23: The New Nation 25: Tribes in Wisconsin 29: Slavery in America 31: Women's Suffrage 32: Guided Inquiry: Conflict in the United States
<b>SS.Hist3.a.i</b>	Compare events in Wisconsin history to a current issue or event.	30: Wisconsin Territory and the United States

Standards		Weekly Issues
<b>SS.Hist3.b.i</b>	Identify different historical perspectives regarding people and events in the past.	13: Clash of Empires 14: Consequences of the French and Indian War 18: The American Revolution: Part 2 24: The War of 1812 25: Tribes in Wisconsin 29: Slavery in America 31: Women's Suffrage
<b>SS.Hist3.c.i</b>	Explain how historical events have possible implications on the present.	17: Declaration of Independence 19: The Founders and Process 20: The Constitution 25: Tribes in Wisconsin
<b>SS.Hist4.a.i</b>	Describe the historical context (situation) of a primary or secondary source.	15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2 31: Women's Suffrage
<b>SS.Hist4.b.i</b>	Describe the significance of the intended audience of a primary or secondary source.	15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2
<b>SS.Hist4.c.i</b>	Describe the intended purpose of a specific primary or secondary source.	2: Historical Inquiry Sources 15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2
<b>SS.Hist4.d.i</b>	Describe the impact of the POV of the author on a primary or secondary source.	1: Developing Questions and Planning Inquiries 15: The Road to Revolution 16: The American Revolution: Part 1 17: Declaration of Independence 18: The American Revolution: Part 2
<b>Political Science (PS)(3-5)</b>		
<b>SS.PS1.a.i</b>	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.	20: The Constitution 21: Structures and Functions of Government

Standards		Weekly Issues
<b>SS.PS1.b.4-5</b>	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.	14: Consequences of the French and Indian War 19: The Founders and Process 21: Structures and Functions of Government 29: Slavery in America 30: Wisconsin Territory and the United States 31: Women's Suffrage
<b>SS.PS2.a.i</b>	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).	17: Declaration of Independence 20: The Constitution 29: Slavery in America 30: Wisconsin Territory and the United States
<b>SS.PS2.b.5</b>	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	
<b>SS.PS2.c.4-5</b>	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	15: The Road to Revolution 16: The American Revolution: Part 1 27: Native Americans and Wisconsin 29: Slavery in America 31: Women's Suffrage
<b>SS.PS3.a.4-5</b>	Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.	22: American Indian, State, and Local Governments
<b>SS.PS3.b.3-4</b>	Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	
<b>SS.PS3.c.4-5</b>	Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	21: Structures and Functions of Government 22: American Indian, State, and Local Governments 26: Ojibwe Nations

Standards		Weekly Issues
<b>SS.PS3.d.5</b>	Provide examples of how different governments solve problems.	
<b>SS.PS4.a.i</b>	Compile relevant information to form a political argument taking other points of view into account.	13: Clash of the Empires 17: Declaration of Independence 27: Native Americans and Wisconsin 28: Mining and Logging in Wisconsin
<b>SS.PS4.b.5</b>	Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	

Standards		Weekly Issues
<b>Social Studies Inquiry Practices and Processes (Inq)(3-5)</b>		
<b>SS.Inq1.a.i</b>	Develop a list of open- and closed-ended questions on a topic or issue.	1: Developing Questions and Planning Inquiries
<b>SS.Inq1.b.i</b>	Develop a list of questions that support the research through discussion and investigation to guide inquiry.	1: Developing Questions and Planning Inquiries
<b>SS.Inq2.a.i</b>	Gather a variety of resources into categories to guide the inquiry.	2: Historical Inquiry Sources
<b>SS.Inq2.b.i</b>	Evaluate resources to determine which best support the inquiry and supporting questions.	3: Analyzing and Evaluating Evidence
<b>SS.Inq3.a.i</b>	Create a thesis statement based on evidence found in sources to make a claim.	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence
<b>SS.Inq3.b.i</b>	Select appropriate evidence from sources to support a claim.	3: Analyzing and Evaluating Evidence
<b>SS.Inq3.c.i</b>	Assess how evidence supports a claim.	3: Analyzing and Evaluating Evidence
<b>SS.Inq4.a.i</b>	Communicate conclusions from a variety of teacher provided presentation options.	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence
<b>SS.Inq4.b.i</b>	Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	
<b>SS.Inq5.a.i</b>	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	
<b>Behavioral Sciences (BH)(3-5)</b>		
<b>SS.BH1.a.4</b>	Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	
<b>SS.BH1.b.4</b>	Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	

Standards		Weekly Issues
<b>SS.BH2.a.4-5</b>	Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	15: Guided Inquiry: Wisconsin and Immigration 25: The Harlem Renaissance and African American Culture
<b>SS.BH2.b.4</b>	Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	
<b>SS.BH3.a.5</b>	Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	15: Guided Inquiry: Wisconsin and Immigration 28: Native Americans and the United States
<b>SS.BH4.a.i</b>	Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	16: Industrialization 23: Causes and Consequences of World War I
<b>Economics (Econ)(3-5)</b>		
<b>SS.Econ1.a.3</b>	Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	
<b>SS.Econ1.b.4</b>	Infer potential incentives in a real-world situation.	
<b>SS.Econ2.a.3-4</b>	Compare two product markets found in the local community. Differentiate between goods and services.	
<b>SS.Econ2.b.4-5</b>	Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	22: American International Expansion 24: The Roaring 20's 31: Resources and Economics
<b>SS.Econ2.c.3</b>	Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	
<b>SS.Econ3.a.4</b>	Investigate how the cost of things changes over time.	
<b>SS.Econ3.b.5</b>	Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	16: Industrialization 32: Personal Finance



Standards		Weekly Issues
<b>SS.Econ4.a.3</b>	Trace the chain of supply for a needed product (e.g., food, shelter).	
<b>SS.Econ4.b.4-5</b>	Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	16: Industrialization 32: Personal Finance
<b>SS.Econ4.c.5</b>	Discuss reasons a government taxes people.	32: Personal Finance
<b>SS.Econ4.d.5</b>	Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	26: The Great Depression and The Dust Bowl 31: Resources and Economics
<b>SS.Econ4.e.3</b>	Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	
<b>Geography (Geog)(3-5)</b>		
<b>SS.Geog1.a.4-5</b>	Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)	4: Geographic Tools 9: The Road to War
<b>SS.Geog1.b.i</b>	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	4: Geographic Tools
<b>SS.Geog1.c.4-5</b>	Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	4: Geographic Tools 5: Human-Environment Interaction in North America 17: Guided Inquiry: Wisconsin and Mining
<b>SS.Geog2.a.3</b>	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).	

Standards		Weekly Issues
<b>SS.Geog2.b.5</b>	Investigate push and pull factors of movement in their community, state, country, and world.	14: Immigration and the United States 15: Guided Inquiry: Wisconsin and Immigration 21: Guided Inquiry: Progressivism and Wisconsin
<b>SS.Geog2.c.5</b>	Describe population changes in their state and country over time.	5: Human-Environment Interaction in North America 14: Immigration and the United States 15: Guided Inquiry: Wisconsin and Immigration 21: Guided Inquiry: Progressivism and Wisconsin 30: The Impact of Movement
<b>SS.Geog2.d.4-5</b>	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.	5: Human-Environment Interaction in North America 14: Immigration and the United States 15: Guided Inquiry: Wisconsin and Immigration 18: Poverty and Progressivism 21: Guided Inquiry: Progressivism and Wisconsin
<b>SS.Geog3.a.5</b>	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	
<b>SS.Geog3.b.4</b>	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.	
<b>SS.Geog4.a.4</b>	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	
<b>SS.Geog5.a.3-4</b>	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	

Standards		Weekly Issues
<b>SS.Geog5.b.5</b>	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	17: Guided Inquiry: Wisconsin and Mining
<b>History (Hist)(3-5)</b>		
<b>SS.Hist1.a.i</b>	Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	9: The Road to War 23: Causes and Consequences of World War I
<b>SS.Hist1.b.i</b>	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	11: Of Souls and Soldiers 12: Reconstruction 23: Causes and Consequences of World War I
<b>SS.Hist2.a.i</b>	Describe patterns of continuity over time in the community, state, and the United States.	13: Chronology 18: Poverty and Progressivism 23: Causes and Consequences of World War I 27: Guided Inquiry: Women's Suffrage 28: Native Americans and the United States 30: The Impact of Movement
<b>SS.Hist2.b.i</b>	Describe patterns of change over time in the community, state, and the United States.	13: Chronology 18: Poverty and Progressivism 27: Guided Inquiry: Women's Suffrage 28: Native Americans and the United States 30: The Impact of Movement
<b>SS.Hist2.c.i</b>	Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	8: Compromises to Keep Slavery Legal 11: Of Souls and Soldiers 18: Poverty and Progressivism 19: Business in the Gilded Age 25: The Harlem Renaissance and African American Culture 26: The Great Depression and The Dust Bowl 27: Guided Inquiry: Women's Suffrage 28: Native Americans and the United States
<b>SS.Hist3.a.i</b>	Compare events in Wisconsin history to a current issue or event.	15: Guided Inquiry: Wisconsin and Immigration 17: Guided Inquiry: Wisconsin and Mining 21: Guided Inquiry: Progressivism and Wisconsin 28: Native Americans and the United States 30: The Impact of Movement

Standards		Weekly Issues
<b>SS.Hist3.b.i</b>	Identify different historical perspectives regarding people and events in the past.	11: Of Souls and Soldiers 12: Reconstruction 17: Guided Inquiry: Wisconsin and Mining 19: Business in the Gilded Age 22: American International Expansion 25: The Harlem Renaissance and African American Culture 26: The Great Depression and The Dust Bowl 27: Guided Inquiry: Women's Suffrage 29: Indian Citizenship Act
<b>SS.Hist3.c.i</b>	Explain how historical events have possible implications on the present.	10: The House Divided by War 17: Guided Inquiry: Wisconsin and Mining 19: Business in the Gilded Age 22: American International Expansion 25: The Harlem Renaissance and African American Culture 26: The Great Depression and The Dust Bowl 29: Indian Citizenship Act
<b>SS.Hist4.a.i</b>	Describe the historical context (situation) of a primary or secondary source.	10: The House Divided by War 29: Indian Citizenship Act
<b>SS.Hist4.b.i</b>	Describe the significance of the intended audience of a primary or secondary source.	10: The House Divided by War
<b>SS.Hist4.c.i</b>	Describe the intended purpose of a specific primary or secondary source.	10: The House Divided by War 13: Chronology
<b>SS.Hist4.d.i</b>	Describe the impact of the POV of the author on a primary or secondary source.	10: The House Divided by War
<b>Political Science (PS)(3-5)</b>		
<b>SS.PS1.a.i</b>	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.	7: Guided Inquiry: Comparing Different National and Global Documents
<b>SS.PS1.b.4-5</b>	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.	6: Responsibilities of Citizens 7: Guided Inquiry: Comparing Different National and Global Documents 9: The Road to War 10: The House Divided by War 12: Reconstruction

Standards		Weekly Issues
<b>SS.PS2.a.i</b>	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).	7: Guided Inquiry: Comparing Different National and Global Documents 20: Discrimination in the Gilded Age 29: Indian Citizenship Act
<b>SS.PS2.b.5</b>	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	6: Responsibilities of Citizens 14: Immigration and the United States 29: Indian Citizenship Act
<b>SS.PS2.c.4-5</b>	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	12: Reconstruction 14: Immigration and the United States 20: Discrimination in the Gilded Age 25: The Harlem Renaissance and African American Culture 29: Indian Citizenship Act
<b>SS.PS3.a.4-5</b>	Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.	6: Responsibilities of Citizens
<b>SS.PS3.b.3-4</b>	Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	
<b>SS.PS3.c.4-5</b>	Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	6: Responsibilities of Citizens
<b>SS.PS3.d.5</b>	Provide examples of how different governments solve problems.	16: Industrialization 17: Guided Inquiry: Wisconsin and Mining 29: Indian Citizenship Act
<b>SS.PS4.a.i</b>	Compile relevant information to form a political argument taking other points of view into account.	6: Responsibilities of Citizens 8: Compromises to Keep Slavery Legal

Standards		Weekly Issues
<b>SS.PS4.b.5</b>	Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	6: Responsibilities of Citizens 8: Compromises to Keep Slavery Legal 24: The Roaring 20's

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints. SS.PS4.a.e Compare and contrast perspectives on the same topic.
2	Authority Figures	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
3	What Are Rules?	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community. SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).
4	What Are Laws?	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community. SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).
<b>Unit 2: Civics and Government</b>		
5	Government	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. SS.Hist2.c.e Explain how something outside your home can affect your family. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community. SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).



Week	Title	Standards Covered
		community)
6	Important Documents	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist2.c.e Explain how something outside your home can affect your family.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).</p>
7	Learning and Working Together	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>
8	Citizens	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.e Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.Hist2.c.e Explain how something outside your home can affect your family.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).</p>
9	Characteristics of	SS.Inq3.a.e With prompting and support, state a claim to answer a question

Week	Title	Standards Covered
	Responsible Citizens	that the class is considering SS.Inq4.a.e Communicate conclusions SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.e Communicate conclusions SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
11	National Symbols	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
12	National Patriotic Holidays	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now. SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
<b>Unit 4: Geography</b>		
13	Map Skills	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes
14	Location	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
15	Finding Places Around Me	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.

Week	Title	Standards Covered
		SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
16	Physical Characteristics of a Place	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal SS.Hist2.c.e Explain how something outside your home can affect your family.
17	Weather	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal SS.Hist2.c.e Explain how something outside your home can affect your family.
18	Human Characteristics of a Place	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal SS.Hist2.c.e Explain how something outside your home can affect your family.
19	My Place on the Map	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal
<b>Unit 5: Time and Chronology</b>		
20	Calendars	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
21	Words About Time	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
22	Changes Over Time	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way
<b>Unit 6: History</b>		
23	History	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist3.c.e Explain how something from the past can affect your life now.

Week	Title	Standards Covered
		SS.Hist4.a.e Describe the events that led to the creation of a primary source. SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created. SS.Hist4.c.e Create one primary source about your life. SS.Hist4.d.e Identify the POV of your own primary or secondary source. SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community). SS.PS4.a.e Compare and contrast perspectives on the same topic.
24	Life Long Ago and Today	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq3.b: Cite evidence from multiple sources to support a claim SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now.
25	Inventors	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq3.b: Cite evidence from multiple sources to support a claim SS.Inq4.a.e Communicate conclusions SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now.
26	Transportation Over Time	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes SS.Hist1.a.e Identify one or more causes of an event, issue, or problem SS.Hist1.b.e Identify one or more effects of an event, issue, or problem SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way SS.Hist3.c.e Explain how something from the past can affect your life now.
<b>Unit 7: Culture</b>		

Week	Title	Standards Covered
27	Culture	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.e Communicate conclusions</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic</p>
28	Holidays Around the World	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>
<b>Unit 8: Economics</b>		
29	Needs and Wants	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
30	Economics	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
31	Jobs	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering
32	Spending and Saving	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
2	Authority Figures	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
3	Rules and Laws	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p>



Week	Title	Standards Covered
		<p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
<b>Unit 2: Civics and Governments</b>		
4	Government	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p>
5	Government Services	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
6	Founders	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites,</p>



Week	Title	Standards Covered
		<p>and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p>
7	Important Documents	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
8	Citizens	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty,</p>

Week	Title	Standards Covered
		<p>safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
9	Characteristics of Responsible Citizens	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p>
10	Responsible Citizens in History	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p>
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>
12	National Patriotic Symbols	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p>

Week	Title	Standards Covered
13	National Patriotic Holidays	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p>
<b>Unit 4: Geography</b>		
14	Map Skills	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols</p>
15	Location	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p> <p>SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)</p>
16	Physical Characteristics of a Place	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p>
17	Human Characteristics of a Place	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p> <p>SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p> <p>SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p>
18	Adapting to Our Environment	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p>

Week	Title	Standards Covered
		SS.Inq4.a.i Communicate conclusions SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. SS.Econ1.a.1 Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country. SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood. SS.Hist3.c.e Explain how something from the past can affect your life now.
19	Geography of Our Community	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family. SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. SS.Econ1.a.1 Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country. SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols. SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood. SS.Hist3.c.e Explain how something from the past can affect your life now.
<b>Unit 5: History</b>		
20	Calendars	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions
21	Changes Over Time	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time. SS.Hist2.b.e Identify patterns of change to self, family, and community over time. SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way. SS.Hist3.c.e Explain how something from the past can affect your life now. SS.Hist4.c.e Create one primary source about your life.
22	History	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering

Week	Title	Standards Covered
		<p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>SS.Hist4.c.e Create one primary source about your life.</p>
23	Life Long Ago and Today	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p>
24	Communication Over Time	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p>
<b>Unit 6: Culture</b>		
25	Culture	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p>

Week	Title	Standards Covered
		<p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p>
26	Folktales and Legends	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p>
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country.</p> <p>SS.Econ.3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.</p>
28	Economics	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country.</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ.3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.</p>
29	Economic Choices	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need.” Describe resources that are important or useful to you, your family, community, and country.</p> <p>SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p>
30	Jobs	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ.3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p>



Week	Title	Standards Covered
31	Workers Contribute to the Economy	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p>
32	Spending and Saving	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ.3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p>



Week	Title	Standards Covered
<b>2nd Grade Standards</b>		
1	Sources	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p>
2	Timelines	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.c.e Create one primary source about your life.</p>
3	I Belong to a Community	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
4	Rules and Laws	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting,</p>

Week	Title	Standards Covered
		running for office, participating in meetings).
5	Principles of Democracy	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>
6	Important Documents	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
7	The Purpose of Government	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect</p>

Week	Title	Standards Covered
		<p>your family</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
8	The Structure of National Government	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
9	Tribal, State, and Local Government	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
10	Government Services	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student or teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>
11	Citizenship	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and</p>

Week	Title	Standards Covered
		environments. SS.BH1.b.2 Identify situations and places that impact a person's emotions.
12	Patriotism	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
13	Patriotic Symbols	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
14	Founders	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Hist1.a.e Identify one or more causes of an event, issue, or problem. SS.Hist1.b.e Identify one or more effects of an event, issue, or problem SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way. SS.Hist3.c.e Explain how something from the past can affect your life now. SS.Hist4.a.e Describe the events that led to the creation of a primary source. SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.
15	Memorials and Monuments	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.Hist1.a.e Identify one or more causes of an event, issue, or problem. SS.Hist1.b.e Identify one or more effects of an event, issue, or problem
16	Patriotic Holidays	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Hist3.c.e Explain how something from the past can affect your life now.
17	Map Skills	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering SS.Inq4.a.i Communicate conclusions SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

Week	Title	Standards Covered
18	Location	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p>
19	Physical Features of Places	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>
20	Human Characteristics of Places	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>
21	Humans and the Environment	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog2.b.2 Explain why people have moved to and away from their community.</p> <p>SS.Geog2.c.2 Describe population changes in their community over time.</p> <p>SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>
22	Movement	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question</p>



Week	Title	Standards Covered
		<p>that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog2.b.2 Explain why people have moved to and away from their community.</p> <p>SS.Geog2.c.2 Describe population changes in their community over time.</p> <p>SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p>
23	Culture	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.BH1.b.2 Identify situations and places that impact a person's emotions.</p> <p>SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p>
24	Regions of the World	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>
25	Needs, Wants, and Resources	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p>
26	Economic Activity	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p>

Week	Title	Standards Covered
		<p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.</p> <p>SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>
27	Economic Choices	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.</p>
28	Producers and Consumers	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.</p>
29	Economic Principles	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.</p>
30	More Economic Principles	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p>



Week	Title	Standards Covered
31	Solving Problems in Your Community	<p>SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>
32	Historical Figures	<p>SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering</p> <p>SS.Inq4.a.i Communicate conclusions</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p>

Week	Title	Standards Covered
<b>Inquiry</b>		
1	Developing Inquiries	<p><b>SS.Inq1.a.i</b> Develop a list of open-and-closed-ended questions on a topic or issue.</p> <p><b>SS.Inq1.b.i</b> Develop a list of questions that support the research through discussion and investigation to guide inquiry.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p>
2	Sources	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.b.i</b> Select appropriate evidence from sources to support a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author on a primary or secondary source.</p>
3	Examining Evidence and Communicating Conclusions	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.b.i</b> Select appropriate evidence from sources to support a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher provided presentation options.</p>
4	Taking Action	<p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher provided presentation options.</p> <p><b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.</p>
5	Engage in Your Own Inquiry	<p><b>SS.Inq1.a.i</b> Develop a list of open- and closed-ended questions on a topic or issue.</p> <p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p>

Week	Title	Standards Covered
		<p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher- provided presentation options.</p> <p><b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.</p>
<b>Topic 1: Wisconsin and U.S. Geography: Regions</b>		
6	Thinking Like a Geographer	<b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
7	Map Skills	<b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
8	Natural Features and Landforms	<b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).
9	Natural Features: Oceans and Deserts	<p><b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).</p> <p><b>SS.Geog4.a.4</b> Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p>
10	Regions of the United States	<b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).

Week	Title	Standards Covered
11	Urban, Suburban, and Rural Land Use	<b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).
12	Regions of Wisconsin	<p><b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).</p> <p><b>SS.Geog5.a.3-4</b> Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p>
13	Geographic Tools: Images and Data	<b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
<b>Topic 2: First People and First Nations</b>		
14	Migration	<b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).
15	Life in the Americas	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
16	Trade and Economics	<p><b>SS.Econ1.a.3</b> Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p><b>SS.Econ2.a.3-4</b> Compare two product markets found in the local community. Differentiate between goods and services.</p> <p><b>SS.PS1.a.i</b> Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p>

Week	Title	Standards Covered
17	Native Americans of Wisconsin	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Econ1.a.3</b> Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p>
18	Inquiry: Research First Nations in Wisconsin and the United States	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher- provided presentation options.</p> <p><b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author on a primary or secondary source.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument taking other points of view into account.</p>
<b>Topic 3: Meeting of People and Cultures</b>		
19	Communities Over Time	<p><b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).</p> <p><b>SS.Geog5.a.3-4</b> Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p>

Week	Title	Standards Covered
20	Exploring the Americas	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
21	Resources	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Econ1.a.3</b> Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).</p>
22	Economic Principles	<p><b>SS.Econ2.c.3</b> Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p><b>SS.Econ4.a.3</b> Trace the chain of supply for a needed product (e.g., food, shelter).</p> <p><b>SS.Econ4.e.3</b> Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).</p>
<b>Topic 4: Colonization</b>		
23	Using Charts, Maps, and Data	<p><b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images</p> <p><b>SS.Geog2.a.3</b> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country or nation).</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>

Week	Title	Standards Covered
24	Producers and Consumers	<p><b>SS.Econ2.a.3-4</b> Compare two product markets found in the local community. Differentiate between goods and services.</p> <p><b>SS.Econ2.c.3</b> Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p><b>SS.Econ4.a.3</b> Trace the chain of supply for a needed product (e.g., food, shelter).</p>
25	Coming to America	<p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p>
26	Inquiry: Colonization	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher- provided presentation options.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author on a primary or secondary source.</p>



Week	Title	Standards Covered
<b>Topic 5: Fur Trade</b>		
27	Timelines	<p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p>
28	Fur Trade	<p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
29	Community Interdependence	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Econ1.a.3</b> Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p><b>SS.Econ2.a.3-4</b> Compare two product markets found in the local community. Differentiate between goods and services.</p> <p><b>SS.Econ2.c.3</b> Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p><b>SS.Econ4.a.3</b> Trace the chain of supply for a needed product (e.g., food, shelter).</p>
<b>Topic 6: Tension Between England and France</b>		
30	Conflict and Cooperation in North America	<p><b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images</p>

Week	Title	Standards Covered
		<p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.PS1.a.i</b> Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.</p>
31	Change Over Time	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Econ1.a.3</b> Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p><b>SS.Geog5.a.3-4</b> Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p>
32	Eyewitnesses to Changes Over Time	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author on a primary or secondary source.</p>

Week	Title	Standards Covered
<b>Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>SS.Inq1.a.i</b> Develop a list of open- and closed-ended questions on a topic or issue.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author on a primary or secondary source.</p>
2	Historical Inquiry Sources	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq3.b.i</b> Select appropriate evidence from sources to support a claim.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p>
3	Analyzing and Evaluating Evidence	<p><b>SS.Inq1.b.i</b> Develop a list of questions that support the research through discussion and investigation to guide inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.</p>
4	Engaging In Your Own Inquiry	<p><b>SS.Inq1.a.i</b> Develop a list of open- and closed-ended questions on a topic or issue.</p> <p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p> <p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher- provided presentation options.</p> <p><b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.</p>

Week	Title	Standards Covered
<b>Topic 1: Wisconsin and U.S. Geography: Regions</b>		
5	Geographic Skills	<b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
6	Location	<p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment.</p> <p><b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.</p>
7	Physical Characteristics	<b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
8	Human Characteristics	<p><b>SS.BH1.a.4</b> Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Geog4.a.4</b> Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p><b>SS.Geog5.a.3-4</b> Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.</p>
9	Regions	<b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.

Week	Title	Standards Covered
		<b>SS.Geog4.a.4</b> Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
10	Movement	<p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Geog3.b.4</b> Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p>
11	Culture	<p><b>SS.BH1.b.4</b> Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p> <p><b>SS.BH2.b.4</b> Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.</p>
12	Guided Inquiry: Physical and Human Characteristics of Wisconsin	<b>SS.Geog4.a.4</b> Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
<b>Topic 2: French and Indian War</b>		
13	Clash of the Empires	<p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.</p>

Week	Title	Standards Covered
14	Consequences of the French and Indian War	<p><b>SS.BH2.b.4</b> Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</p>
<b>Topic 3: American Revolution &amp; Formation of the United States</b>		
15	The Road to Revolution	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Geog3.b.4</b> Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author has on a primary or secondary source.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</p>
16	The American Revolution: Part 1	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p>

Week	Title	Standards Covered
		<p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author has on a primary or secondary source.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</p>
17	Declaration of Independence	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author has on a primary or secondary source.</p> <p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>



Week	Title	Standards Covered
		<b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.
18	The American Revolution: Part 2	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author has on a primary or secondary source.</p>
<b>Topic 4: Early National Period</b>		
19	The Founders and Process	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p>
20	The Constitution	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>

Week	Title	Standards Covered
		<p><b>SS.PS1.a.i</b> Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p> <p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Constitution, Bill of Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>
21	Structures and Functions of Government	<p><b>SS.PS1.a.i</b> Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p> <p><b>SS.PS1.b.4-5</b> Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p> <p><b>SS.PS3.c.4-5</b> Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>
22	American Indian, State, and Local Governments	<p><b>SS.PS3.a.4-5</b> Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.</p> <p><b>SS.PS3.c.4-5</b> Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>
23	The New Nation	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>
24	The War of 1812	<p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).</p> <p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p>

Week	Title	Standards Covered
		<b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.
<b>Topic 5: Treaty Era</b>		
25	Tribes in Wisconsin	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Geog4.a.4</b> Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
26	Ojibwe Nations	<p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p><b>SS.PS3.c.4-5</b> Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>
27	Native Americans and Wisconsin	<p><b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.</p>

Week	Title	Standards Covered
<b>Topic 6: Mining, Logging, and the Enslavement of African Peoples</b>		
28	Mining and Logging in Wisconsin	<p><b>SS.Econ2.a.3-4</b> Compare two product markets found in the local community. Differentiate between goods and services.</p> <p><b>SS.Econ2.b.4-5</b> Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p><b>SS.Econ3.a.4</b> Investigate how the cost of things changes over time.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Geog3.b.4</b> Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p><b>SS.Geog5.a.3-4</b> Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.</p> <p><b>SS.Geog5.b.5</b> Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument taking other points of view into account.</p>
29	Slavery in America	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p> <p><b>SS.PS2.a.i</b> Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>

Week	Title	Standards Covered
<b>Topic 7: Wisconsin Territory to Seneca Falls Convention</b>		
30	Wisconsin Territory and the United States	<p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>
31	Women's Suffrage	<p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>

Week	Title	Standards Covered
32	Guided Inquiry: Conflict in the United States	<p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>

Week	Title	Standards Covered
<b>Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>SS.Inq1.a.i</b> Develop a list of open- and closed-ended questions on a topic or issue.</p> <p><b>SS.Inq1.b.i</b> Develop a list of questions that support the research through discussion and investigation to guide inquiry.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher provided presentation options.</p>
2	Historical Inquiry Sources	<p><b>SS.Inq2.a.i</b> Gather a variety of resources into categories to guide the inquiry.</p>
3	Analyzing and Evaluating Evidence	<p><b>SS.Inq2.b.i</b> Evaluate resources to determine which best support the inquiry and supporting questions.</p> <p><b>SS.Inq3.a.i</b> Create a thesis statement based on evidence found in sources to make a claim.</p> <p><b>SS.Inq3.b.i</b> Select appropriate evidence from sources to support a claim.</p> <p><b>SS.Inq3.c.i</b> Assess how evidence supports a claim.</p> <p><b>SS.Inq4.a.i</b> Communicate conclusions from a variety of teacher provided presentation options.</p>
<b>Wisconsin and U.S. Geography: Regions</b>		
4	Geographic Tools	<p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p><b>SS.Geog1.b.i</b> Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images</p> <p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p>
5	Human-Environment Interaction in North America	<p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p>



Week	Title	Standards Covered
		<p><b>SS.Geog2.c.5</b> Describe population changes in their state, and country over time.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities within our state and country.</p>
<b>Early Statehood</b>		
6	Responsibilities of Citizens	<p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p><b>SS.PS2.b.5</b> Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p> <p><b>SS.PS3.a.4-5</b> Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.</p> <p><b>SS.PS3.c.4-5</b> Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.</p> <p><b>SS.PS4.b.5</b> Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</p>
7	Guided Inquiry: Comparing Different National and Global Documents	<p><b>SS.PS1.a.i</b> Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>

Week	Title	Standards Covered
<b>Civil War and Reconstruction</b>		
8	Compromises to Keep Slavery Legal	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.PS4.a.i</b> Compile relevant information to form a political argument and taking other points of view into account.</p> <p><b>SS.PS4.b.5</b> Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</p>
9	The Road to War	<p><b>SS.Geog1.a.4-5</b> Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community</p>
10	The House Divided by War	<p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.Hist4.b.i</b> Describe the significance of the intended audience of a primary or secondary source.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p> <p><b>SS.Hist4.d.i</b> Describe the impact of the POV of the author has on a primary or secondary source.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community</p>
11	Of Souls and Soldiers	<p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p>

Week	Title	Standards Covered
		<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p>
12	Reconstruction	<p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.PS1.b.4-5</b> Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>
<b>Immigration and Migration</b>		
13	Chronology	<p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist4.c.i</b> Describe the intended purpose of a specific primary or secondary source.</p>
14	Immigration and the United States	<p><b>SS.Geog2.b.5</b> Investigate push and pull factors of movement in their community, state, country, and world.</p> <p><b>SS.Geog2.c.5</b> Describe population changes in their state, and country over time.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.PS2.b.5</b> Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p>

Week	Title	Standards Covered
		<b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
15	Guided Inquiry: Wisconsin and Immigration	<p><b>SS.BH2.a.4-5</b> Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p><b>SS.BH3.a.5</b> Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings</p> <p><b>SS.Geog2.b.5</b> Investigate push and pull factors of movement in their community, state, country, and world.</p> <p><b>SS.Geog2.c.5</b> Describe population changes in their state, and country over time.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p>
<b>Industrialization, Agriculture, Urbanization, and Labor</b>		
16	Industrialization	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Econ3.b.5</b> Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p><b>SS.Econ4.b.4-5</b> Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p> <p><b>SS.PS3.d.5</b> Provide examples of how different governments solve problems.</p>
17	Guided Inquiry: Wisconsin and Mining	<p><b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p><b>SS.Geog5.b.5</b> Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p>

Week	Title	Standards Covered
		<p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.PS3.d.5</b> Provide examples of how different governments solve problems.</p>
<b>The Progressive Era</b>		
18	Poverty and Progressivism	<p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>
19	Business in the Gilded Age	<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
20	Discrimination in the Gilded Age	<p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>
21	Guided Inquiry: Progressivism and Wisconsin	<p><b>SS.Geog2.b.5</b> Investigate push and pull factors of movement in their community, state, country, and world.</p>

Week	Title	Standards Covered
		<p><b>SS.Geog2.c.5</b> Describe population changes in their state, and country over time.</p> <p><b>SS.Geog2.d.4-5</b> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p>
<b>American Imperialism and World War I</b>		
22	American International Expansion	<p><b>SS.Econ2.b.4-5</b> Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
23	Causes and Consequences of World War I	<p><b>SS.BH4.a.i</b> Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p><b>SS.Hist1.b.i</b> Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p>
<b>Prohibition and Women's Suffrage</b>		
24	The Roaring 20's	<p><b>SS.Econ2.b.4-5</b> Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market</p> <p><b>SS.PS4.b.5</b> Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</p>
25	The Harlem Renaissance and African American Culture	<p><b>SS.BH2.a.4-5</b> Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>

Week	Title	Standards Covered
		<p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>
26	The Great Depression and The Dust Bowl	<p><b>SS.Econ4.d.5</b> Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p>
27	Guided Inquiry: Women's Suffrage	<p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p> <p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p>
<b>Indian Citizenship Act</b>		
28	Native Americans and the United States	<p><b>SS.BH3.a.5</b> Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States.</p>



Week	Title	Standards Covered
		<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p>
29	Indian Citizenship Act	<p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p> <p><b>SS.Hist3.c.i</b> Explain how historical events have possible implications on the present.</p> <p><b>SS.Hist4.a.i</b> Describe the historical context (situation) of a primary or secondary source.</p> <p><b>SS.PS2.a.i</b> Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p><b>SS.PS2.b.5</b> Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p> <p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p> <p><b>SS.PS3.d.5</b> Provide examples of how different governments solve problems.</p>
<b>Economics</b>		
30	The Impact of Movement	<p><b>SS.Geog2.c.5</b> Describe population changes in their state, and country over time.</p> <p><b>SS.Hist2.a.i</b> Describe patterns of continuity over time in the community, state, and the United States.</p> <p><b>SS.Hist2.b.i</b> Describe patterns of change over time in the community, state, and the United States</p> <p><b>SS.Hist3.a.i</b> Compare events in Wisconsin history to a current issue or event.</p>
31	Resources and Economics	<p><b>SS.Econ2.b.4-5</b> Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p>

Week	Title	Standards Covered
		<b>SS.Econ4.d.5</b> Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.
32	Personal Finance	<p><b>SS.Econ3.b.5</b> Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p><b>SS.Econ4.b.4-5</b> Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p> <p><b>SS.Econ4.c.5</b> Discuss reasons a government taxes people.</p>