

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	I Am a Member of a Community	(CG) C.1. Describe the roles, rights, and responsibilities of being a member of the family and school a. Describe the roles, rights, and responsibilities of family members b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers c. Identify and describe rights, and responsibilities in the classroom and family
2	What Are Rules?	(CG) A.1. Identify the importance of rules a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe b. Recognize rules help promote fairness, responsible behavior, and privacy (C) C.1. Demonstrate how groups of people interact a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school
3	What Are Laws?	(CG) A.1. Identify the importance of rules a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe b. Recognize rules help promote fairness, responsible behavior, and privacy
4	Learning and Working Together	(CG) C.1. Describe the roles, rights, and responsibilities of being a member of the family and school a. Describe the roles, rights, and responsibilities of family members b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers c. Identify and describe rights, and responsibilities in the classroom and family (C) C.1. Demonstrate how groups of people interact a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school
5	Our Government	
6	Government Services	
7	Important Documents	
8	Citizens	(CG) C.1. Describe the roles, rights, and responsibilities of being a member of the family and school a. Describe the roles, rights, and responsibilities of family members b. Describe the roles of members of the school, such as principal, crossing

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		<p>guard, bus drivers, and teachers</p> <p>c. Identify and describe rights, and responsibilities in the classroom and family</p> <p>(C) C.1. Demonstrate how groups of people interact</p> <p>a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school</p>
9	Patriotism	<p>(CG) A.2. Identify symbols and practices associated with the United States of America</p> <p>a. Identify common symbols, such as the American Flag, and Statue of Liberty</p> <p>b. Recognize that saying the Pledge of Allegiance and singing "The Star-Spangled Banner" are practices associated with being a citizen</p>
10	National Symbols	<p>(CG) A.2. Identify symbols and practices associated with the United States of America</p> <p>a. Identify common symbols, such as the American Flag, and Statue of Liberty</p>
11	National Holidays	<p>(CG) B.1. Identify people important to the American political system</p> <p>a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president</p> <p>b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day</p>
12	Sources	<p>(H) A.2. Compare daily life and objects of today and long ago</p> <p>a. Compare tools and toys of the past with those of today</p> <p>b. Tell about people in the past using informational text and features</p> <p>c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community</p>
Unit 2: Geography		
13	Map Skills	<p>(G) A.1. Identify and describe how a globe and maps can be used to help people locate places</p> <p>a. Describe a globe as a model of Earth showing land and water</p> <p>b. Describe how maps are models showing physical features and/or human features of places</p> <p>c. Identify a location by using terms such as near-far, above-below, and here-there</p> <p>d. Identify pictures and photographs that represent places on a map such as, a playground and a fire station</p>
14	Five Themes of Geography	<p>(G) A.1. Identify and describe how a globe and maps can be used to help people locate places</p> <p>a. Describe a globe as a model of Earth showing land and water</p> <p>b. Describe how maps are models showing physical features and/or human</p>

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		features of places c. Identify a location by using terms such as near-far, above-below, and here-there d. Identify pictures and photographs that represent places on a map such as, a playground and a fire station
15	Location	(G) A.1. Identify and describe how a globe and maps can be used to help people locate places a. Describe a globe as a model of Earth showing land and water b. Describe how maps are models showing physical features and/or human features of places c. Identify a location by using terms such as near-far, above-below, and here-there d. Identify pictures and photographs that represent places on a map such as, a playground and a fire station
16	Place: Physical Characteristics	(G) A.1. Identify and describe how a globe and maps can be used to help people locate places a. Describe a globe as a model of Earth showing land and water b. Describe how maps are models showing physical features and/or human features of places c. Identify a location by using terms such as near-far, above-below, and here-there d. Identify pictures and photographs that represent places on a map such as, a playground and a fire station (G) B.1. Describe places in the immediate environment using natural/physical and human-made features a. Recognize physical features as landforms and bodies of water using photographs and pictures b. Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams c. Using photographs and pictures, recognize human-made features as modifications people have made to the land d. Identify human-made features, such as buildings, sidewalks, streets, and bridges (G) D.1. Describe how people adapt to and modify their immediate environment a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather b. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests
17	Place: Human Characteristics	(G) A.1. Identify and describe how a globe and maps can be used to help people locate places a. Describe a globe as a model of Earth showing land and water b. Describe how maps are models showing physical features and/or human features of places

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		<p>c. Identify a location by using terms such as near-far, above-below, and here-there</p> <p>d. Identify pictures and photographs that represent places on a map such as, a playground and a fire station</p> <p>(G) B.1. Describe places in the immediate environment using natural/physical and human-made features</p> <p>a. Recognize physical features as landforms and bodies of water using photographs and pictures</p> <p>b. Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams</p> <p>c. Using photographs and pictures, recognize human-made features as modifications people have made to the land</p> <p>d. Identify human-made features, such as buildings, sidewalks, streets, and bridges</p>
18	Human Environment Interaction	<p>(C) A.1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>(G) B.1. Describe places in the immediate environment using natural/physical and human-made features</p> <p>a. Recognize physical features as landforms and bodies of water using photographs and pictures</p> <p>b. Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams</p> <p>c. Using photographs and pictures, recognize human-made features as modifications people have made to the land</p> <p>d. Identify human-made features, such as buildings, sidewalks, streets, and bridges</p> <p>(G) D.1. Describe how people adapt to and modify their immediate environment</p> <p>a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather</p> <p>b. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests</p>
19	Movement	<p>(G) C.1. Describe how transportation and communication link people and places</p> <p>a. Identify ways that people travel on land, water, and air</p> <p>b. Explain how transportation is used to move goods and people from place to place</p> <p>c. Identify ways that people communicate messages</p>
20	Types of Regions	<p>(C) A.1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs</p>

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		<p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique</p>
21	Culture	<p>(C) A.1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique</p>
Unit 3: Economics		
22	Needs and Wants	<p>(C) A.1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs</p> <p>a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music</p> <p>(E) A.1. Describe choices people make because of unlimited economic wants</p> <p>a. Explain that goods are things that people make or grow</p> <p>b. Identify situations where people make choices</p> <p>(E) A.2. Identify that resources are used to make products</p> <p>a. Recognize workers as human resources</p> <p>b. Describe some jobs and what is required to perform them</p> <p>c. Recognize that natural resources, such as water, trees, and plants are used to make products</p>
23	Goods and Services	<p>(E) A.1. Describe choices people make because of unlimited economic wants</p> <p>a. Explain that goods are things that people make or grow</p> <p>b. Identify situations where people make choices</p> <p>(E) B.1. Identify types of local markets</p> <p>a. Describe how buyers and sellers make exchanges at the market</p> <p>(E) B.2. Describe how goods are acquired</p> <p>a. Explain that money is one way to acquire goods</p> <p>b. Explain that trading is another way to acquire goods</p> <p>c. Recognize that goods have different values</p>

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24	Economic Choices	(E) A.1. Describe choices people make because of unlimited economic wants a. Explain that goods are things that people make or grow b. Identify situations where people make choices
25	Economic Activities	(E) A.2. Identify that resources are used to make products a. Recognize workers as human resources b. Describe some jobs and what is required to perform them c. Recognize that natural resources, such as water, trees, and plants are used to make products (E) A.3. Explain how technology affects the way people live, work, and play a. Begin to be aware of technology and how it affects life
26	Spending and Saving	(E) B.2. Describe how goods are acquired a. Explain that money is one way to acquire goods b. Explain that trading is another way to acquire goods c. Recognize that goods have different values
Unit 4: History		
27	Time	(H) A.1. Distinguish among past, present, and future time a. Identify and describe events of the day in chronological order b. Describe daily events in terms of yesterday, today, and tomorrow
28	Changes Over Time	(H) A.1. Distinguish among past, present, and future time a. Identify and describe events of the day in chronological order b. Describe daily events in terms of yesterday, today, and tomorrow (H) A.2. Compare daily life and objects of today and long ago a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community
29	Comparing Children Over Time	(H) A.2. Compare daily life and objects of today and long ago a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community
30	Inventions	(E) A.3. Explain how technology affects the way people live, work, and play a. Begin to be aware of technology and how it affects life

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		<p>(H) A.2. Compare daily life and objects of today and long ago</p> <ul style="list-style-type: none"> a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community
31	Transportation Over Time	<p>(E) A.3. Explain how technology affects the way people live, work, and play</p> <ul style="list-style-type: none"> a. Begin to be aware of technology and how it affects life <p>(H) A.2. Compare daily life and objects of today and long ago</p> <ul style="list-style-type: none"> a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community
32	Communication Over Time	<p>(E) A.3. Explain how technology affects the way people live, work, and play</p> <ul style="list-style-type: none"> a. Begin to be aware of technology and how it affects life <p>(H) A.2. Compare daily life and objects of today and long ago</p> <ul style="list-style-type: none"> a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community

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Unit 1: Civics and Government		
1	Community	<p>(CG) C.1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p> <p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment</p> <p>(C) C.1. Explain how groups of people interact</p> <p>a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p>
2	Rules and Laws	<p>(CG) A.1. Explain the importance of rules</p> <p>a. Explain how rules promote fairness, responsibility, and privacy in the school and community</p> <p>b. Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order</p>
3	Principles of Democracy	<p>(CG) A.1. Explain the importance of rules</p> <p>a. Explain how rules promote fairness, responsibility, and privacy in the school and community</p> <p>b. Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order</p> <p>(CG) C.1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p> <p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment</p> <p>(C) C.1. Explain how groups of people interact</p> <p>a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p>
4	Purpose and Structure of Government	
5	Government Services	
6	Important Documents	

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7	Citizens	<p>(CG) C.1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood</p> <p>a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood</p> <p>b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment</p> <p>(C) C.1. Explain how groups of people interact</p> <p>a. Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p>
8	Patriotism	<p>(CG) A.2. Identify and discuss the meaning of symbols and practices associated with the United States of America</p> <p>a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty</p> <p>b. Describe how actions, such as pledging allegiance to the American flag and singing "The Star-Spangled Banner" and "America" are associated with being a Citizen</p>
9	National Symbols	<p>(CG) A.2. Identify and discuss the meaning of symbols and practices associated with the United States of America</p> <p>a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty</p> <p>b. Describe how actions, such as pledging allegiance to the American flag and singing "The Star-Spangled Banner" and "America" are associated with being a citizen</p>
10	National Holidays	<p>(CG) B.1. Identify and describe people important to the American political system</p> <p>a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president</p> <p>b. Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents' Day and Veterans' Day</p>
11	Founders	<p>(CG) B.1. Identify and describe people important to the American political system</p> <p>a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president</p> <p>b. Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents' Day and Veterans' Day</p>

Week	Title	Standards Covered
12	Sources	(H) A.2. Compare people and objects of today and long ago a. Construct meaning from informational text and text features about the past b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and Community
Unit 2: Geography		
13	Map Skills	(G) A.1. Use geographic tools to locate and describe places on Earth a. Locate the continents and oceans using maps and a globe b. Use photographs and pictures to describe a place c. Identify a place using bird's eye view d. Define map elements as parts of a map that make it easy to use e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)
14	Five Themes of Geography	(G) A.1. Use geographic tools to locate and describe places on Earth a. Locate the continents and oceans using maps and a globe b. Use photographs and pictures to describe a place c. Identify a place using bird's eye view d. Define map elements as parts of a map that make it easy to use e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)
15	Location	(G) A.1. Use geographic tools to locate and describe places on Earth a. Locate the continents and oceans using maps and a globe b. Use photographs and pictures to describe a place c. Identify a place using bird's eye view d. Define map elements as parts of a map that make it easy to use e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)
16	Place: Physical Characteristics	(G) A.1. Use geographic tools to locate and describe places on Earth a. Locate the continents and oceans using maps and a globe b. Use photographs and pictures to describe a place c. Identify a place using bird's eye view d. Define map elements as parts of a map that make it easy to use e. Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west)

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		<p>(G) B.1 Describe places in the environment using geographic characteristics</p> <p>a. Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)</p> <p>b. Identify human characteristics of a place (human- made features, language, political system, how people make a living)</p> <p>c. Describe places by how people make a living and where they live</p>
17	Place: Human Characteristics	<p>(G) B.1 Describe places in the environment using geographic characteristics</p> <p>a. Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)</p> <p>b. Identify human characteristics of a place (human- made features, language, political system, how people make a living)</p> <p>c. Describe places by how people make a living and where they live</p>
18	Human Environment Interaction	<p>(G) B.1 Describe places in the environment using geographic characteristics</p> <p>a. Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)</p> <p>b. Identify human characteristics of a place (human- made features, language, political system, how people make a living)</p> <p>c. Describe places by how people make a living and where they live</p> <p>(G) D.1. Explain how people modify, protect, and adapt to their environment</p> <p>a. Describe how people in a community modify their environment to meet changing needs for shelter, such as clearing land for a housing community</p> <p>b. Describe why and how people protect the environment</p> <p>c. Explain how people adapt to changes in the environment, such as using less water in the drought</p>
19	Movement	<p>(G) C.1. Explain how transportation and communication link people and places by the movement of goods, messages, and people</p> <p>a. Identify how transportation links people and goods between places</p> <p>b. Explain how communication links people and messages between places</p>
20	Regions of the United States	<p>(G) B.1 Describe places in the environment using geographic characteristics</p> <p>a. Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)</p> <p>b. Identify human characteristics of a place (human- made features, language, political system, how people make a living)</p> <p>c. Describe places by how people make a living and where they live</p>
21	Culture	<p>(C) A.1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p> <p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p> <p>b. Discuss and respect traditions and customs of families in the community</p>

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		<p>(C) B.1. Recognize that individuals and groups share and borrow from other cultures</p> <p>a. Identify how families choose to share and borrow traditions from other cultures</p> <p>(G) C.1. Explain how transportation and communication link people and places by the movement of goods, messages, and people</p> <p>a. Identify how transportation links people and goods between places</p> <p>b. Explain how communication links people and messages between places</p>
Unit 3: Economics		
22	Needs and Wants	<p>(C) A.1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</p> <p>a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories</p> <p>b. Discuss and respect traditions and customs of families in the community</p> <p>(E) A.2. Describe the production process</p> <p>a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses</p> <p>b. Describe the skills people need for their work in the home, school, and community</p>
23	Goods and Services	<p>(E) A.1. Describe economic choices people make about goods and services</p> <p>a. Identify and discuss goods and services provided in the community</p> <p>b. Explain how getting something one wants may mean giving up something in return</p> <p>(E) A.2. Describe the production process</p> <p>a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses</p> <p>b. Describe the skills people need for their work in the home, school, and community</p>
24	Economic Choices	<p>(E) A.1. Describe economic choices people make about goods and services</p> <p>a. Identify and discuss goods and services provided in the community</p> <p>b. Explain how getting something one wants may mean giving up something in return</p> <p>(E) B.1. Describe types of markets in the community</p> <p>a. Explain how markets operate</p> <p>b. Identify markets in the local community, such as grocery stores, farmers' markets, toy stores, and fast food restaurants</p>

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25	Economic Activities	<p>(G) B.1 Describe places in the environment using geographic characteristics</p> <ol style="list-style-type: none"> Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life) Identify human characteristics of a place (human- made features, language, political system, how people make a living) Describe places by how people make a living and where they live <p>(E) B.2. Describe how goods and services are acquired</p> <ol style="list-style-type: none"> Describe how people earn money by working at a job <i>Compare goods that have different values, such as same item at different stores</i> <p>(E) A.2 Describe the production process</p> <ol style="list-style-type: none"> Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses Describe the skills people need for their work in the home, school, and community
26	Spending and Saving	<p>(E) B.2. Describe how goods and services are acquired</p> <ol style="list-style-type: none"> Describe how people earn money by working at a job <i>Compare goods that have different values, such as same item at different stores</i>
Unit 4: History		
27	Time	<p>(H) A.1. Examine differences between past and present time</p> <ol style="list-style-type: none"> Use terms related to time to order events sequentially that have occurred in the school Classify events as belonging to past or present
28	Changes Over Time	<p>(H) A.1. Examine differences between past and present time</p> <ol style="list-style-type: none"> Use terms related to time to order events sequentially that have occurred in the school Classify events as belonging to past or present <p>(H) A.2. Compare people and objects of today and long ago</p> <ol style="list-style-type: none"> Construct meaning from informational text and text features about the past Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community
29	Comparing Children Over Time	<p>(H) A.1. Examine differences between past and present time</p> <ol style="list-style-type: none"> Use terms related to time to order events sequentially that have occurred in the school Classify events as belonging to past or present <p>(H) A.2. Compare people and objects of today and long ago</p>

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		<p>a. Construct meaning from informational text and text features about the past</p> <p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p>
30	Inventions	<p>(E) A.3. Explain how technology affects the way people live, work, and play</p> <p>a. Describe how tools and products have affected the way people live, work, or play</p>
31	Transportation Over Time	<p>(E) A.3. Explain how technology affects the way people live, work, and play</p> <p>a. Describe how tools and products have affected the way people live, work, or play</p> <p>(H) A.2. Compare people and objects of today and long ago</p> <p>a. Construct meaning from informational text and text features about the past</p> <p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p>
32	Communication Over Time	<p>(H) A.2. Compare people and objects of today and long ago</p> <p>a. Construct meaning from informational text and text features about the past</p> <p>b. Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community</p> <p>(E) A.3. Explain how technology affects the way people live, work, and play</p> <p>a. Describe how tools and products have affected the way people live, work, or play</p>

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Unit 1: Civics and Government		
1	Community	<p>(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen</p> <p>a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p> <p>b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom</p> <p>(CG) C.1. Describe the rights and responsibilities of being a participating member of the school and the community</p> <p>a. Recognize and describe how making choices affects self, family, school, and community</p> <p>b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns</p>
2	Rules and Laws	<p>(CG) A.1. Explain how rules and laws are made and necessary to maintain order and protect citizens</p> <p>a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety</p> <p>b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order</p> <p>(CG) B.1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>
3	Principles of Democracy	<p>(CG) A.1. Explain how rules and laws are made and necessary to maintain order and protect citizens</p> <p>a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety</p> <p>b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order</p> <p>(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen</p> <p>a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p>

Week	Title	Standards Covered
		<p>b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom</p> <p>(CG) C.1. Describe the rights and responsibilities of being a participating member of the school and the community</p> <p>a. Recognize and describe how making choices affects self, family, school, and community</p> <p>b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns</p> <p>(C) C.1. Analyze ways in which people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members</p> <p>b. Analyze how different points of view in school situations may result in compromise or conflict.</p>
4	Important Documents	<p>(CG) B.1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>
5	Purposes and Structure of Government	<p>(CG) A.1. Explain how rules and laws are made and necessary to maintain order and protect citizens</p> <p>a. Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety</p> <p>b. Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order</p> <p>(CG) B.1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>

Week	Title	Standards Covered
6	Government Services	(E) B.2. Describe how consumers acquire goods and services a. Identify goods and services provided by businesses b. Identify goods and services provided by government c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders
7	Citizens	(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom
8	Patriotism	(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom
9	National Symbols	
10	Monuments and Memorials	(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom

Week	Title	Standards Covered
11	National Holidays	<p>(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen</p> <p>a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p> <p>b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom</p> <p>(CG) B.1. Explain how contributions and events are important to the American political system</p> <p>a. Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council</p> <p>b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage</p>
12	Founders	<p>(CG) A.2. Explain how democratic skills and attitudes are associated with being a responsible citizen</p> <p>a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage</p> <p>b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star Spangled Banner represents courage and freedom</p>
13	Culture	<p>(C) A.1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <p>a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories</p> <p>b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs</p> <p>(C) B.1. Explain that individuals and groups share and borrow from other cultures to form a community</p> <p>a. Give examples of how families in the community share and borrow customs and traditions from other cultures</p>
14	Sources	<p>(H) A.2. Describe people, places and artifacts of today and long ago</p> <p>a. Gather and interpret information about the past from informational sources and biographies</p> <p>b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and Communication</p>

Week	Title	Standards Covered
Unit 2: Geography		
15	Map Skills	<p>(G) A.1. Use geographic tools to locate and describe places on Eartha. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases</p> <p>b. Identify and use map elements, such as title,, compass rose, simple grid system, legend/key, date, and author to interpret a map</p> <p>c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</p> <p>d. Describe a place using bird's eye view, and satellite images, photographs, and pictures</p>
16	Five Themes of Geography	<p>(G) A.1. Use geographic tools to locate and describe places on Earth</p> <p>a. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases</p> <p>b. Identify and use map elements, such as title,, compass rose, simple grid system, legend/key, date, and author to interpret a map</p> <p>c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</p> <p>d. Describe a place using bird's eye view, and satellite images, photographs, and pictures</p>
17	Location	<p>(G) A.1. Use geographic tools to locate and describe places on Earth</p> <p>a. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases</p> <p>b. Identify and use map elements, such as title,, compass rose, simple grid system, legend/key, date, and author to interpret a map</p> <p>c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</p> <p>d. Describe a place using bird's eye view, and satellite images, photographs, and pictures</p>
18	Place: Physical Characteristics	<p>(G) B.1. Classify places and regions in an environment using geographic characteristics</p> <p>a. Identify natural/physical features and human –made features using maps and photographs</p> <p>b. Describe and classify regions using climate, vegetation, animal life, and natural/physical features</p> <p>c. Classify places as rural and urban</p> <p>d. Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter</p>
19	Place: Human Characteristics	<p>(G) B.1. Classify places and regions in an environment using geographic characteristics</p> <p>a. Identify natural/physical features and human –made features using maps and photographs</p> <p>b. Describe and classify regions using climate, vegetation, animal life, and natural/physical features</p>

Week	Title	Standards Covered
		<p>c. Classify places as rural and urban</p> <p>d. Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter</p> <p>(G) D.1. Explain how people modify, protect, and adapt to their environment</p> <p>a. Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications</p> <p>b. Describe how and why people protect or fail to protect the environment</p> <p>c. Explain how people adapt to changes in the environment</p>
20	Human Environment Interaction	<p>(C) A.1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <p>a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories</p> <p>b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs</p> <p>(G) B.1. Classify places and regions in an environment using geographic characteristics</p> <p>a. Identify natural/physical features and human –made features using maps and photographs</p> <p>b. Describe and classify regions using climate, vegetation, animal life, and natural/physical features</p> <p>c. Classify places as rural and urban</p> <p>d. Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter</p> <p>(G) D.1. Explain how people modify, protect, and adapt to their environment</p> <p>a. Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications</p> <p>b. Describe how and why people protect or fail to protect the environment</p> <p>c. Explain how people adapt to changes in the environment</p>
21	Movement	<p>(G) C.1. Explain how transportation and communication link places by the movement of people, goods, and ideas</p> <p>a. Compare types of transportation used to move goods and people today and long ago</p> <p>b. Compare ways people communicate ideas today and long ago</p>
22	Regions of the World	<p>(G) A.1. Use geographic tools to locate and describe places on Earth. Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases</p> <p>b. Identify and use map elements, such as title, compass rose, simple grid system, legend/key, date, and author to interpret a map</p> <p>c. Identify the equator, poles, seven continents, four oceans, and countries on a map and globe</p> <p>d. Describe a place using bird's eye view, and satellite images, photographs, and pictures</p>

Week	Title	Standards Covered
Unit 3: Economics		
23	Needs and Wants	<p>(C) A.1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community</p> <ol style="list-style-type: none"> Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs <p>(G) A.2. Explain the production process</p> <ol style="list-style-type: none"> Identify the natural, capital, and human resources used in the production of a good or service Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers
24	Goods and Services	<p>(E) A.1. Explain why people have to make economic choices about goods and services</p> <ol style="list-style-type: none"> Identify and explain economic choices people make Identify and give examples of the positive and negative aspects of each choice Explain that choices have consequences, some of which are more important than others <p>(G) A.2. Explain the production process</p> <ol style="list-style-type: none"> Identify the natural, capital, and human resources used in the production of a good or service Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers <p>(E) B.1. Describe different types of markets</p> <ol style="list-style-type: none"> Describe different market situations where buyers and sellers meet to exchange goods and services <i>Describe how people meet in market communities around the world, such as farmers' markets and door-to-door sales</i> <p>(E) B.2. Describe how consumers acquire goods and services</p> <ol style="list-style-type: none"> Identify goods and services provided by businesses Identify goods and services provided by government Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders
25	Economic Principles	<p>(G) C.1. Explain how transportation and communication link places by the movement of people, goods, and ideas</p> <ol style="list-style-type: none"> Compare types of transportation used to move goods and people today and long ago Compare ways people communicate ideas today and long ago

Week	Title	Standards Covered
		<p>(E) A.1. Explain why people have to make economic choices about goods and services</p> <ul style="list-style-type: none"> a. Identify and explain economic choices people make b. Identify and give examples of the positive and negative aspects of each choice c. Explain that choices have consequences, some of which are more important than others
26	Economic Activity	<p>(E) A.2. Explain the production process</p> <ul style="list-style-type: none"> a. Identify the natural, capital, and human resources used in the production of a good or service b. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers <p>(E) A.3. Examine how technology affects the way people live, work and play</p> <ul style="list-style-type: none"> a. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers b. Analyze why consumers use technology in their daily lives
27	Economic Choices	<p>(E) A.1. Explain why people have to make economic choices about goods and services</p> <ul style="list-style-type: none"> a. Identify and explain economic choices people make b. Identify and give examples of the positive and negative aspects of each choice c. Explain that choices have consequences, some of which are more important than others <p>(E) B.2. Describe how consumers acquire goods and services</p> <ul style="list-style-type: none"> a. Identify goods and services provided by businesses b. Identify goods and services provided by government c. Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders
Unit 4: History		
28	Sequencing and Chronology	<p>(H) A.1. Examine differences between past and present time</p> <ul style="list-style-type: none"> a. Develop a personal timeline in each students' life b. Describe the relationship among events in a variety of timelines
29	Innovations Over Time	<p>(E) A.3. Examine how technology affects the way people live, work and play</p> <ul style="list-style-type: none"> a. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers b. Analyze why consumers use technology in their daily lives

Week	Title	Standards Covered
		(H) A.2. Describe people, places and artifacts of today and long ago a. Gather and interpret information about the past from informational sources and biographies b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication
30	Historic Figures	(H) A.2. Describe people, places and artifacts of today and long ago a. Gather and interpret information about the past from informational sources and biographies b. Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication
31	Solving Problems in Your Community	(CG) C.1. Describe the rights and responsibilities of being a participating member of the school and the community a. Recognize and describe how making choices affects self, family, school, and community b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns
32	Year in Review	

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	<p>(CG) A.1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</p> <ul style="list-style-type: none"> a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order b. Explain the consequences of violating rules and laws c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government <p>(CG) B.2. Analyze the role of individual and group participation in creating a supportive community</p> <ul style="list-style-type: none"> a. Explain the decision-making process used to accomplish a community goal or solve a community problem b. Explain the roles and responsibilities of effective citizens in a political process c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations <p>(CG) C.1. Explain the rights and responsibilities of being a member of the school and the community</p> <ul style="list-style-type: none"> a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering
2	Sources	<p>(C) A.1. Analyze and describe elements of a multicultural setting</p> <ul style="list-style-type: none"> a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language b. Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about Cultures <p>(C) B.1. Identify and describe how individuals and groups share and borrow from other cultures</p> <ul style="list-style-type: none"> a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures <p>(H) A.2. Investigate how people lived in the past using a variety of sources</p> <ul style="list-style-type: none"> a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents b. Compare family life in the local community by considering jobs, communication, and transportation
3	Government	<p>(CG) A.1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</p> <ul style="list-style-type: none"> a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in

Week	Title	Standards Covered
		<p>protecting citizens and maintaining order</p> <p>b. Explain the consequences of violating rules and laws</p> <p>c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government</p> <p>(CG) A.2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p> <p>a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</p> <p>(CG) B.1 Explain how people and events have contributed to the American political system</p> <p>a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council</p> <p>b. Describe the contributions of people who contributed to the common good of society</p>
4	Important Documents	<p>(CG)B.1. Explain how people and events have contributed to the American political system</p> <p>a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council</p> <p>b. Describe the contributions of people who contributed to the common good of society</p>
5	Structure of Government	<p>(CG) A.1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services</p> <p>a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order</p> <p>b. Explain the consequences of violating rules and laws</p> <p>c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government</p> <p>(CG) A.2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p> <p>a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</p> <p>(CG)B.1. Explain how people and events have contributed to the American political system</p> <p>a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council</p> <p>b. Describe the contributions of people who contributed to the common good of society</p> <p>(E) B.2. Identify goods and services provided by the government and paid for by</p>

Week	Title	Standards Covered
		<p>taxes</p> <p>a. Classify goods and services according to who produces them, such as the government, business, or both</p>
6	Conflict and Compromise	<p>(CG)B.2. Analyze the role of individual and group participation in creating a supportive community</p> <p>a. Explain the decision-making process used to accomplish a community goal or solve a community problem</p> <p>b. Explain the roles and responsibilities of effective citizens in a political process</p> <p>c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations</p> <p>(C) C.1 Analyze how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as using concern, compassion, and respect among group members</p> <p>b Explain how different points of view in school and community situations may result in compromise or conflict</p>
7	Citizens	<p>(CG) C.1.Explain the rights and responsibilities of being a member of the school and the community</p> <p>a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering</p>
8	Patriotism, National Symbols	<p>(CG) A.2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p> <p>a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</p>
9	Heroes and Holidays	<p>(CG) A.2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen</p> <p>a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality</p> <p>b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles</p>
Unit 2: Geography		

Week	Title	Standards Covered
10	Map Skills	<p>(G) A.1. Use geographic tools to locate and construct meaning about places on Earth</p> <ul style="list-style-type: none"> a. Describe the purposes of a variety of maps and atlases, such as transportation, physical, and political maps b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author c. Identify and describe the location of communities, <i>major cities in Maryland</i>, United States and the world using a globe, maps, and atlases
11	The Five Themes	
12	Location	<p>(G) A.1. Use geographic tools to locate and construct meaning about places on Earth</p> <ul style="list-style-type: none"> a. Describe the purposes of a variety of maps and atlases, such as transportation, physical, and political maps b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author c. Identify and describe the location of communities, <i>major cities in Maryland</i>, United States and the world using a globe, maps, and atlases
13	Place: Physical Characteristics	<p>(G) B.1. Compare places and regions around the world using geographic characteristics</p> <ul style="list-style-type: none"> a. Compare places and regions using geographic features b. Identify natural/physical and human-made features of places and regions c. Describe population distribution of places and regions such as rural and urban d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work
14	Place: Human Characteristics	<p>(G) B.1. Compare places and regions around the world using geographic characteristics</p> <ul style="list-style-type: none"> a. Compare places and regions using geographic features b. Identify natural/physical and human-made features of places and regions c. Describe population distribution of places and regions such as rural and urban d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work <p>(G) D.1. Explain how people modify, protect and adapt to their environment</p> <ul style="list-style-type: none"> a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living b. Describe why and how people make decisions about protecting the environment c. Compare ways that people adapt to the environment for food, clothing, and shelter
15	Human Environment Interaction	<p>(G) D.1. Explain how people modify, protect and adapt to their environment</p> <ul style="list-style-type: none"> a. Describe how people in a community modify their environment to meet

Week	Title	Standards Covered
		<p>changing needs for transportation, shelter and making a living</p> <p>b. Describe why and how people make decisions about protecting the environment</p> <p>c. Compare ways that people adapt to the environment for food, clothing, and shelter</p>
16	Movement	<p>(G) B.1. Compare places and regions around the world using geographic characteristics</p> <p>a. Compare places and regions using geographic features</p> <p>b. Identify natural/physical and human-made features of places and regions</p> <p>c. Describe population distribution of places and regions such as rural and urban</p> <p>d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work</p> <p>(G) C.1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas</p> <p>a. Explain how transportation and communication networks connect places, people, and ideas</p> <p>b. Identify reasons for the movement of people from one community or region to another</p> <p>(H) A.2 Investigate how people lived in the past using a variety of sources</p> <p>a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents</p> <p>b. Compare family life in the local community by considering jobs, communication, and transportation</p>
17	Culture	<p>(C) A.1. Analyze and describe elements of a multicultural setting</p> <p>a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language</p> <p>b. Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures</p> <p>(C) B.1. Identify and describe how individuals and groups share and borrow from other cultures</p> <p>a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures</p>
18	Regions of the World Part 1	<p>(G) B.1. Compare places and regions around the world using geographic characteristics</p> <p>a. Compare places and regions using geographic features</p> <p>b. Identify natural/physical and human-made features of places and regions</p> <p>c. Describe population distribution of places and regions such as rural and urban</p> <p>d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work</p>

Week	Title	Standards Covered
19	Regions of the World Part 2	(G) B.1. Compare places and regions around the world using geographic characteristics a. Compare places and regions using geographic features b. Identify natural/physical and human-made features of places and regions c. Describe population distribution of places and regions such as rural and urban d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work
20	Regions of the United States Part 1	(G) B.1. Compare places and regions around the world using geographic characteristics a. Compare places and regions using geographic features b. Identify natural/physical and human-made features of places and regions c. Describe population distribution of places and regions such as rural and urban d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work
21	Regions of the United States Part 2	(G) B.1. Compare places and regions around the world using geographic characteristics a. Compare places and regions using geographic features b. Identify natural/physical and human-made features of places and regions c. Describe population distribution of places and regions such as rural and urban d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work
Unit 3: Economics		
22	Wants and Needs	(C) A.1. Analyze and describe elements of a multicultural setting a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language b. Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about Cultures (E) A.1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services a. Explain why people must make economic choices b. Identify and apply the steps in the decision-making process c. Identify the opportunity cost of a choice or decision
23	Resources	(E) A.2. Examine the production process

Week	Title	Standards Covered
		<ul style="list-style-type: none"> a. Explain how producers make choices because of limited natural, human, and capital resources b. Give examples of when limited resources affect the decisions producers make c. Describe steps in the production process to produce a product d. Explain how specialized work results in increased production
24	Producers and Consumers	<p>(E) A.1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services</p> <ul style="list-style-type: none"> a. Explain why people must make economic choices b. Identify and apply the steps in the decision-making process c. Identify the opportunity cost of a choice or decision <p>(E) A.2. Examine the production process</p> <ul style="list-style-type: none"> a. Explain how producers make choices because of limited natural, human, and capital resources b. Give examples of when limited resources affect the decisions producers make c. Describe steps in the production process to produce a product d. Explain how specialized work results in increased production
25	Economic Principles	<p>(E) A.1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services</p> <ul style="list-style-type: none"> a. Explain why people must make economic choices b. Identify and apply the steps in the decision-making process c. Identify the opportunity cost of a choice or decision <p>(E) A.3. Examine how technology affects the way people live, work, and play</p> <ul style="list-style-type: none"> a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes, and online shopping b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines <p>(E) B.1. Describe different types of markets</p> <ul style="list-style-type: none"> a. <i>Identify markets that are not face-to-face meetings, such as Internet shopping or catalog shopping</i> b. Describe how countries around the world trade in the global market
26	Personal Finance	<p>(E) B.3. Describe how consumers acquire goods and services</p> <ul style="list-style-type: none"> a. Develop a budget indicating income and expenses b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance
Unit 4: History		

Week	Title	Standards Covered
27	Timelines	(H) A.1. Examine differences between past and present time a. Develop a timeline of events in the community b. Explain the relationship among events in a variety of timelines
Unit 5: Inquiry- Skills and Processes		
28	Developing Inquiries	(SP) A. Constructing Compelling Questions 1. Identify a disciplinary topic that requires further study 2. Identify possible questions for inquiry into the topic 3. Explain key disciplinary concepts and ideas associated with the compelling questions
29	Examining Evidence and Communicating Conclusions	(SP) A. Constructing Compelling Questions 1. Identify a disciplinary topic that requires further study 2. Identify possible questions for inquiry into the topic 3. Explain key disciplinary concepts and ideas associated with the compelling questions (SP) B. Constructing Supporting Questions 1. Construct supporting questions that connect with the compelling question 2. Explain key disciplinary concepts and ideas associated with the supporting questions
30	Taking Action	(SP) B. Constructing Supporting Questions 1. Construct supporting questions that connect with the compelling question 2. Explain key disciplinary concepts and ideas associated with the supporting questions (SP) C. Determining Helpful Sources 1. Identify the kinds of sources that will be helpful in answering the compelling or supporting questions 2. Identify how different opinions may affect how compelling and supporting questions are answered and how sources may reflect these interpretations
31	Engage in Your Own Inquiry	(SP) A. Constructing Compelling Questions 1. Identify a disciplinary topic that requires further study 2. Identify possible questions for inquiry into the topic 3. Explain key disciplinary concepts and ideas associated with the compelling questions (SP) B. Constructing Supporting Questions 1. Construct supporting questions that connect with the compelling question 2. Explain key disciplinary concepts and ideas associated with the supporting questions
32	Year In Review	

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Government	<p>(CG) B.2 Defend the importance of civic participation as a citizen of Maryland</p> <p><i>a. Identify various sources of information that are available to citizens to make political decisions</i></p> <p><i>b. Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering</i></p> <p>(CG) C.1 Describe rights and responsibilities of being a citizen in Maryland</p> <p><i>a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important</i></p> <p><i>b. Describe the role of Maryland state judiciary system</i></p> <p>(CG) C.2 Explain how Maryland government protects the rights of individuals and groups</p> <p><i>a. Describe the rule of law and explain how it impacts individuals and groups</i></p> <p><i>b. Describe the balance between private life and government in providing order and protecting rights</i></p> <p>(C) C.1 Evaluate how various perspectives of Marylanders can cause compromise and/or conflict</p> <p><i>a. Describe the differing historical conflicts such as between the Patriots and Loyalists</i></p> <p><i>b. Investigate the causes of contemporary conflict and compromises</i></p>
2	Important Documents	<p>(CG) A.2 Analyze the documents, and democratic ideas that developed in the <i>Maryland Colony</i></p> <p><i>a. Analyze how colonial law influenced individuals in Maryland and other colonies, such as indentured servants' contracts, Tolerance Acts of 1649, Maryland Charter of 1632</i></p> <p><i>b. Describe how the Maryland State Constitution includes democratic principles and values</i></p> <p>(CG) C.2 Explain how <i>Maryland</i> government protects the rights of individuals and groups</p> <p><i>a. Describe the rule of law and explain how it impacts individuals and groups</i></p> <p><i>b. Describe the balance between private life and government in providing order and protecting rights</i></p>
3	Bill of Rights	<p>(CG) C.2 Explain how <i>Maryland</i> government protects the rights of individuals and groups</p> <p><i>a. Describe the rule of law and explain how it impacts individuals and groups</i></p> <p><i>b. Describe the balance between private life and government in providing order and protecting rights</i></p>

Week	Title	Standards Covered
4	Citizens	<p>(CG) B.2 Defend the importance of civic participation as a citizen of Maryland</p> <ol style="list-style-type: none"> Identify various sources of information that are available to citizens to make political decisions Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering <p>(CG) C.1 Describe rights and responsibilities of being a citizen in Maryland</p> <ol style="list-style-type: none"> Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important <i>Describe the role of Maryland state judiciary system</i>
5	Founders	<p>(CG) B.1 Analyze how individuals and groups contributed to the political system in Maryland</p> <ol style="list-style-type: none"> Describe the contributions of 17th century English settlers who influenced the early political structure Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase <p>(C) B.1 Analyze how Maryland society was influenced by the contributions of people and groups</p> <ol style="list-style-type: none"> <i>Describe the contributions of past Maryland leaders</i> Describe the contribution of individuals and groups
Unit 2: Geography		
6	Five Themes of Geography	<p>(G) A.1 Use geographic tools to locate places and describe the human and physical characteristics of those places</p> <ol style="list-style-type: none"> Construct and interpret a variety of maps using map elements Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States <i>Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</i> Identify and locate natural/physical features and human-made features of the United States <p>(G) B.1 Describe similarities and differences of regions by using geographic characteristics</p> <ol style="list-style-type: none"> Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life Compare human characteristics of different places and regions of Maryland and the United States, including human-made features, language, religions, political systems, economic activity, and population distribution Describe how geographic characteristics of a place or region change over time and affect the way people live and work

Week	Title	Standards Covered
		<p>(G) D.1 Describe how people adapt to, modify and impact the natural environment</p> <ul style="list-style-type: none"> a. Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter b. Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of modifications c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution d. Describe how land use and urban growth are influenced by governmental decisions
7	Map Skills	<p>(G) A.1 Use geographic tools to locate places and describe the human and physical characteristics of those places</p> <ul style="list-style-type: none"> a. Construct and interpret a variety of maps using map elements b. Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States c. <i>Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</i> d. Identify and locate natural/physical features and human-made features of the United States
8	Place	<p>(G) A.1 Use geographic tools to locate places and describe the human and physical characteristics of those places</p> <ul style="list-style-type: none"> a. Construct and interpret a variety of maps using map elements b. Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/United States c. <i>Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, and Atlantic Coastal Plain</i> d. Identify and locate natural/physical features and human-made features of the United States <p>(G) B.1 Describe similarities and differences of regions by using geographic characteristics</p> <ul style="list-style-type: none"> a. Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work
9	Human Environment Interaction	<p>(G) D.1 Describe how people adapt to, modify and impact the natural environment</p> <ul style="list-style-type: none"> a. <i>Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter</i> b. Describe ways and reasons people in <i>Maryland</i> and the United States modify

Week	Title	Standards Covered
		<p>the natural environment and the consequences of modifications</p> <p>c. Explain how the growth of communities and suburbs have had consequences on the environment, loss of farmland, and pollution</p> <p>d. <i>Describe how land use and urban growth are influenced by governmental decisions</i></p>
10	Movement	<p>(G) C.1 Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States</p> <p>a. Explain how geographic characteristics influenced settlement patterns Maryland and the United States</p> <p>b. Explain how changes in transportation and communication led to the growth and development of towns and cities in Maryland and United States</p> <p>d. <i>Describe the transportation and communication networks for the movement of people, goods, and ideas to, from and within Maryland such as Bay Bridge, National Road, B & O Railroad, the Port of Baltimore, and C & O Canal</i></p> <p>e. Identify the reasons for the movement of peoples to, from, and within Maryland and the United States</p>
11	Culture	<p>(C) A.1 Describe the various cultures of early societies of <i>Maryland</i></p> <p>a. Define how culture influences people</p> <p>b. Describe the social, political and religious character of the earliest colonies</p> <p>c. <i>Examine and describe the unique and diverse cultures of early native American societies</i></p> <p>d. <i>Compare the early cultures of the Native Americans with the European settlers and their influences on each other</i></p> <p>(C) B.2 Describe cultural characteristics of various groups of people in <i>Maryland</i></p> <p>a. Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times</p> <p>b. Site example of how various cultures borrow and share traditions</p> <p>(G) B.1 Describe similarities and differences of regions by using geographic characteristics</p> <p>a. Compare physical characteristics of different places and <i>regions of Maryland</i> and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life</p> <p>b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution</p> <p>c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work</p>
12	Regions of the World	<p>(G) B.1 Describe similarities and differences of regions by using geographic characteristics</p> <p>a. Compare physical characteristics of different places and <i>regions of Maryland</i> and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life</p> <p>b. Compare human characteristics of different places and regions of Maryland</p>

Week	Title	Standards Covered
		the United States, including human-made features, language, religions, political systems, economic activity, and population distribution c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work
13	Regions of the United States	(G) B.1 Describe similarities and differences of regions by using geographic characteristics a. Compare physical characteristics of different places and <i>regions of Maryland</i> and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work
Unit 3: Economics		
14	Needs and Wants	(E) A.1 Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments
15	Resources	(E) A.2 Explain how limited economic resources are used to produce goods and services to satisfy economic wants <i>in Maryland</i> a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers
16	Economic Principles	(E) A.1 Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present a. Identify opportunity cost of economic decisions made by individuals, businesses, and governments (E) A.2 Explain how limited economic resources are used to produce goods and services to satisfy economic wants in Maryland a. Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers (E) A.4 Describe regional economic specialization <i>in Maryland</i> and the ways people live and work a. Explain how available resources determine which careers are more common in one region such as waterman on the Eastern Shore b. Describe how specialization results in the interdependence of people (E) B.2 Describe the role of government in regulating economic activity and providing goods and services

Week	Title	Standards Covered
		<p>a. Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services</p> <p>b. Explain how local and state governments <i>in Maryland</i> provide goods and services and are paid for by taxes</p> <p>c. Give examples of government's rules and laws that affect how people in businesses work such as requiring licenses to drive and regulating resources</p> <p>(E) B.3 Examine the progression from a barter system to a money economy in Colonial America</p> <p>a. Give examples of barter exchanges of goods and services <i>in Maryland</i></p> <p>b. Give examples of contemporary money exchanges</p>
17	Personal Finance	<p>(E) A.1 Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present</p> <p>a. <i>Identify opportunity cost of economic decisions made by individuals, businesses, and governments</i></p> <p>(E) B.2 Describe the role of government in regulating economic activity and providing goods and services</p> <p>a. Give examples of how governments' decision making affect economic growth and the ability to provide jobs and provide services</p> <p>b. Explain how local and state governments in Maryland provide goods and services and are paid for by taxes</p> <p>c. <i>Give examples of government's rules and laws that affect how people in businesses work such as requiring licenses to drive and regulating resources</i></p>
18	Economic Systems	<p>(E) B.2 Examine the progression from a barter system to a money economy in Colonial America</p> <p>a. Give examples of barter exchanges of goods and services in Maryland</p> <p>b. Give examples of contemporary money exchanges</p> <p>(E) B.3 Examine the progression from a barter system to a money economy in Colonial America</p> <p>a. <i>Give examples of barter exchanges of goods and services in Maryland</i></p> <p>b. Give examples of contemporary money exchanges</p>
Unit 4: History		
19	Historical Society	
20	Sources	
21	The Vibrant Societies of Pre-Columbian North America	<p>(C) A.1 Describe the various cultures of early societies of Maryland</p> <p>a. Define how culture influences people</p> <p>b. Describe the social, political and religious character of the earliest colonies</p> <p>c. Examine and describe the unique and diverse cultures of early native American societies</p>

Week	Title	Standards Covered
		<p>d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</p> <p>(H) A.2 Compare Native American societies in Maryland before and after European colonization</p> <p>a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians</p> <p><i>b. Describe Native American societies indigenous to Maryland after European contact</i></p>
22	Life in Pre-Columbian North America	<p>(C) A.1 Describe the various cultures of early societies of Maryland</p> <p>a. Define how culture influences people</p> <p>b. Describe the social, political and religious character of the earliest colonies</p> <p>c. Examine and describe the unique and diverse cultures of early native American societies</p> <p><i>d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</i></p> <p>(H) A.2 Compare Native American societies in Maryland before and after European colonization</p> <p>a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians</p> <p><i>b. Describe Native American societies indigenous to Maryland after European contact</i></p>
23	Exploration	<p>(C) A.1 Describe the various cultures of early societies of Maryland</p> <p>a. Define how culture influences people</p> <p><i>b. Describe the social, political and religious character of the earliest colonies</i></p> <p>c. Examine and describe the unique and diverse cultures of early native American societies</p> <p>d. Compare the early cultures of the Native Americans with the European settlers and their influences on each other</p> <p>(H) A.2 Compare Native American societies in Maryland before and after European colonization</p> <p><i>a. Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians</i></p> <p>b. Describe Native American societies <i>indigenous to Maryland</i> after European contact</p>
24	Colonization	<p>(H) C.1 Examine the consequences of interactions among groups and cultures <i>in Maryland</i></p> <p>a. Describe <i>Maryland</i> colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>

Week	Title	Standards Covered
25	French and Indian War	<p>(H) A.2 Compare Native American societies in Maryland before and after European colonization</p> <p>a. <i>Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians</i></p> <p>b. Describe Native American societies indigenous to Maryland after European contact</p> <p>(H) C.1 Examine the consequences of interactions among groups and cultures in Maryland</p> <p>a. Describe Maryland colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>
26	The Road to Revolution	<p>(CG) B.1 Analyze how individuals and groups contributed to the political system <i>in Maryland</i></p> <p>a. Describe the contributions of 17th century English settlers who influenced the early political structure</p> <p>b. Research the role of Marylanders who influenced the building of our new nation, such as the Sons of Liberty, William Paca, Charles Carroll, Thomas Stone, and Samuel Chase</p> <p>(H) C.1 Examine the consequences of interactions among groups and cultures <i>in Maryland</i></p> <p>a. Describe <i>Maryland</i> colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>
27	American Revolution: Part 1	<p>(H) C.1 Examine the consequences of interactions among groups and cultures <i>in Maryland</i></p> <p>a. Describe <i>Maryland</i> colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>
28	American Revolution: Part 2	<p>(H) C.1 Examine the consequences of interactions among groups and cultures <i>in Maryland</i></p> <p>a. Describe <i>Maryland</i> colonists' reactions to changing economic policies from England using events that led to the American Revolutionary War</p> <p>b. Explain the interactions between colonists and the British during the Pre-Revolutionary period</p>
29	A New Nation	

Week	Title	Standards Covered
30	War and Westward Expansion	(H) C.2 Explain the political, cultural, economic and social changes <i>in Maryland</i> during the early 1800s a. Describe Maryland's role in the War of 1812 b. <i>Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O railroad, the National Road, immigration, public schools, and religious freedoms</i>
31	Stories of the Symbols	
32	Year in Review	

Week	Title	Standards Covered
Unit 1: Review		
1	Government Review	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ul style="list-style-type: none"> a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings <p>(CG) B.2 Analyze the importance of civic participation as a citizen of the United States</p> <ul style="list-style-type: none"> a. <i>Analyze the usefulness of various sources of information used to make political decisions</i> b. Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering <p>(CG) C.1 Describe individual rights and responsibilities in the United States</p> <ul style="list-style-type: none"> a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the power and responsibility of the Supreme Court including the power of judicial review <p>(CG) C.2 Evaluate how the United States government protects the rights of individuals and groups</p> <ul style="list-style-type: none"> a. Explain the balance between providing for the common good and protecting individual rights b. <i>Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security</i>
2	Geography Review	<p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ul style="list-style-type: none"> a. Use map elements to interpret and construct a variety of maps b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements c. Use photographs, maps, and drawings to describe geographic characteristics d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City

Week	Title	Standards Covered
Unit 2: Pre-Columbian		
3	Life in America	<p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the</p> <p>environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p>
4	American Indian Government and Trade	<p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the</p> <p>environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p>
Unit 3: Exploration		
5	The Age of Encounters	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p>

Week	Title	Standards Covered
		<p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(H) A.1 Analyze the chronology and significance of key historical events during the age of European exploration</p> <p>a. Describe the origin, destination and goals of the North American explorers</p> <p>b. Evaluate the results of the interactions between European explorers and native peoples</p>
6	Consequences of Contact	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(H) A.1 Analyze the chronology and significance of key historical events during the age of European exploration</p> <p>a. Describe the origin, destination and goals of the North American explorers</p> <p>b. Evaluate the results of the interactions between European explorers and native peoples</p>
Unit 4: Colonization		
7	The Colonies and Their Founding	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the</p>

Week	Title	Standards Covered
		<p>political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <p>a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses</p> <p>b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation</p> <p>c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights</p> <p>d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p> <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <p>a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors</p> <p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p> <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <p>a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p> <p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p>

Week	Title	Standards Covered
		<p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <ol style="list-style-type: none"> Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ol style="list-style-type: none"> Use map elements to interpret and construct a variety of maps Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements Use photographs, maps, and drawings to describe geographic characteristics Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City <p>(G) B.1 Examine the similarities and differences of regions in Colonial America</p> <ol style="list-style-type: none"> Compare the natural/physical and human characteristics of the three colonial regions New England, Middle, Southern Describe how geographic characteristics of a place or region changed from early settlements through the colonial period Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region <p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <ol style="list-style-type: none"> Explain how geographic characteristics influenced settlement patterns in Colonial America Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <ol style="list-style-type: none"> Compare ways Native American societies used the natural environment for food, clothing, and shelter Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <ol style="list-style-type: none"> Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed <p>E) A.2 Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p>

Week	Title	Standards Covered
		<p>a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services</p> <p>b. Describe how available resources affected specialization and trade</p> <p>c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants</p> <p>(E) A.4 Analyze the consequences of specialized work on interdependence, trade, and economic growth</p> <p>a. Analyze examples of regional specialization and how it contributed to economic growth through the colonies</p> <p>b. Explain specialization and interdependence using the triangular trade routes</p> <p>(E) B.1 Describe the types of economic system in colonial America</p> <p>a. Identify examples of tradition, such as the economic roles of men and women</p> <p>b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act</p> <p>c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice</p> <p>(H) A.2 Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <p>a. Describe the major settlements in Roanoke, <i>St. Augustine</i> and Jamestown</p> <p>b. Analyze how key historical events impacted Native American societies</p> <p>(H) B.2 Analyze the growth and development of colonial America</p> <p>a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered</p> <p>b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies</p> <p>c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period</p>
8	Jamestown	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <p>a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses</p>

Week	Title	Standards Covered
		<p>b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation</p> <p>c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights</p> <p>d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p> <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <p>a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors</p> <p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p> <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <p>a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p> <p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p> <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p> <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <p>a. Use map elements to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe geographic characteristics</p> <p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p>

Week	Title	Standards Covered
		<p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <ul style="list-style-type: none"> a. Explain how geographic characteristics influenced settlement patterns in Colonial America b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <ul style="list-style-type: none"> a. Compare ways Native American societies used the natural environment for food, clothing, and shelter b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <ul style="list-style-type: none"> a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed <p>(E) A.2 Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <ul style="list-style-type: none"> a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services b. Describe how available resources affected specialization and trade c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants <p>(H) B.2 Analyze the growth and development of colonial America</p> <ul style="list-style-type: none"> a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period
9	Plymouth	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ul style="list-style-type: none"> a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding

Week	Title	Standards Covered
		<p>documents</p> <p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <p>a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses</p> <p>b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation</p> <p>c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights</p> <p>d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p> <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <p>a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors</p> <p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p> <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <p>a. Describe how environment and location influenced the cultures and lifestyle</p> <p>b. Define the social, political, and religious components of the early colonies</p> <p>c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <p>a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p> <p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p> <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p>

Week	Title	Standards Covered
		<p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ul style="list-style-type: none"> a. Use map elements to interpret and construct a variety of maps b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements c. Use photographs, maps, and drawings to describe geographic characteristics d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City <p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <ul style="list-style-type: none"> a. Explain how geographic characteristics influenced settlement patterns in Colonial America b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <ul style="list-style-type: none"> a. Compare ways Native American societies used the natural environment for food, clothing, and shelter b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <ul style="list-style-type: none"> a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed <p>(E) A.2 Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <ul style="list-style-type: none"> a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services b. Describe how available resources affected specialization and trade c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants <p>(H) B.2 Analyze the growth and development of colonial America</p> <ul style="list-style-type: none"> a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period

Week	Title	Standards Covered
10	Colonial Life	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ul style="list-style-type: none"> a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ul style="list-style-type: none"> a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <ul style="list-style-type: none"> a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763 <p>(C) A.1 Describe the various cultures of colonial societies and how the environment influenced them</p> <ul style="list-style-type: none"> a. Describe how environment and location influenced the cultures and lifestyle b. Define the social, political, and religious components of the early colonies c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <ul style="list-style-type: none"> a. Compare perspectives of Native American, Africans, and the European explorers b. Describe how cultures changed as a result of Native American, African, and European interaction <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <ul style="list-style-type: none"> a. Analyze how the influx of immigrants led to economic growth and cultural diversity

Week	Title	Standards Covered
		<p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p> <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p> <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <p>a. Use map elements to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe geographic characteristics</p> <p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p> <p>(G) B.1 Examine the similarities and differences of regions in Colonial America</p> <p>a. Compare the natural/physical and human characteristics of the three colonial regions New England, Middle, Southern</p> <p>b. Describe how geographic characteristics of a place or region changed from early settlements through the colonial period</p> <p>c. Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region</p> <p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <p>a. Explain how geographic characteristics influenced settlement patterns in Colonial America</p> <p>b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States</p> <p>c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade</p> <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p> <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <p>a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed</p>

Week	Title	Standards Covered
		<p>(E) A.4 Analyze the consequences of specialized work on interdependence, trade, and economic growth</p> <ol style="list-style-type: none"> Analyze examples of regional specialization and how it contributed to economic growth through the colonies Explain specialization and interdependence using the triangular trade routes <p>(E) B.1 Describe the types of economic system in colonial America</p> <ol style="list-style-type: none"> Identify examples of tradition, such as the economic roles of men and women Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice <p>(E) B.2 Describe the role of British government on the colonial economy</p> <ol style="list-style-type: none"> Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes Evaluate the trade-offs of British protectionism <p>(H) A.2 Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <ol style="list-style-type: none"> Describe the major settlements in Roanoke, <i>St. Augustine</i> and Jamestown Analyze how key historical events impacted Native American societies <p>(H) B.2 Analyze the growth and development of colonial America</p> <ol style="list-style-type: none"> Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered Compare the political, economic and social lives of people in New England, Middle and the Southern colonies Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period
Unit 5: French and Indian War		
11	Clash of Empires	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ol style="list-style-type: none"> Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ol style="list-style-type: none"> Explain and report on the early examples of self-government, such as the

Week	Title	Standards Covered
		<p>Mayflower Compact and the House of Burgesses</p> <p>b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation</p> <p>c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights</p> <p>d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p> <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <p>a. Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors</p> <p>b. Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <p>a. Compare perspectives of Native American, Africans, and the European explorers</p> <p>b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <p>a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p> <p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p> <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p> <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <p>a. Use map elements to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe geographic characteristics</p> <p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p> <p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <p>a. Explain how geographic characteristics influenced settlement patterns in Colonial America</p>

Week	Title	Standards Covered
		<p>b. Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States</p> <p>c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade</p> <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p> <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <p>a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed</p> <p>(E) A.2 Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <p>a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services</p> <p>b. Describe how available resources affected specialization and trade</p> <p>c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants</p> <p>(E) A.4 Analyze the consequences of specialized work on interdependence, trade, and economic growth</p> <p>a. Analyze examples of regional specialization and how it contributed to economic growth through the colonies</p> <p>b. Explain specialization and interdependence using the triangular trade routes</p> <p>(E) B.3 Describe the role of money and barter in the colonial trade</p> <p>a. Compare the benefits of a money economy to a barter economy</p> <p>(H) A.2 Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <p>a. Describe the major settlements in Roanoke, <i>St. Augustine</i> and Jamestown</p> <p>b. Analyze how key historical events impacted Native American societies</p> <p>(H) B.2 Analyze the growth and development of colonial America</p> <p>a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered</p> <p>b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies</p> <p>c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period</p>

Week	Title	Standards Covered
12	Consequences of the French and Indian War	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ol style="list-style-type: none"> Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings <p>(CG) A.3 Analyze the roles of colonial government regarding public policy and issues</p> <ol style="list-style-type: none"> Identify the effect that regional interests and perspectives had on shaping government policy, and compare such as middling class v. gentry, plantation owners v. proprietors Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763 <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development</p> <ol style="list-style-type: none"> Analyze how the influx of immigrants led to economic growth and cultural diversity Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <ol style="list-style-type: none"> Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ol style="list-style-type: none"> Use map elements to interpret and construct a variety of maps Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements Use photographs, maps, and drawings to describe geographic characteristics Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City <p>(G) C.1 Describe and analyze population growth, migration and settlement patterns in Colonial America</p> <ol style="list-style-type: none"> Explain how geographic characteristics influenced settlement patterns in Colonial America Analyze the consequences of migration between the colonies and immigration to the colonies, such as Europeans and Africans immigrating to the east coast of the United States

Week	Title	Standards Covered
		<p>c. Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade</p> <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p> <p>(E) B.2 Describe the role of British government on the colonial economy</p> <p>a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes</p> <p>b. Evaluate the trade-offs of British protectionism</p> <p>(H) A.2 Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America</p> <p>a. Describe the major settlements in Roanoke, St. Augustine and Jamestown</p> <p>b. Analyze how key historical events impacted Native American societies</p> <p>(H) B.2 Analyze the growth and development of colonial America</p> <p>a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered</p> <p>b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies</p> <p>c. Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period</p> <p>(H) C.1 Analyze the causes of the American Revolution</p> <p>a. Identify and sequence key events between the French and Indian War and the American Revolution</p> <p>b. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War</p>
Unit 6: Road to Revolution		
13	The Acts of Parliament	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <p>a. Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War</p> <p>b. Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies</p> <p>c. Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents</p>

Week	Title	Standards Covered
		<p>d. Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings</p> <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <p>a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington</p> <p>b. Examine how the federalists and anti-federalist perspectives influenced government</p> <p>(C) C1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p> <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <p>a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed</p> <p>(E) B.1 Describe the types of economic system in colonial America</p> <p>a. Identify examples of tradition, such as the economic roles of men and women</p> <p>b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act</p> <p>c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice</p> <p>(H) B.2 Describe the role of British government on the colonial economy</p> <p>a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes</p> <p>b. Evaluate the trade-offs of British protectionism</p> <p>(H) C.1 Analyze the causes of the American Revolution</p> <p>a. Identify and sequence key events between the French and Indian War and the American Revolution</p> <p>b. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War</p>
14	The Actions of the Colonies	<p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <p>a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington</p> <p>b. Examine how the federalists and anti-federalist perspectives influenced government</p>

Week	Title	Standards Covered
		<p>(C) C1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p> <p>(E) A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America</p> <p>a. Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed</p> <p>(E) B.1 Describe the types of economic system in colonial America</p> <p>a. Identify examples of tradition, such as the economic roles of men and women</p> <p>b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act</p> <p>c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice</p> <p>(E) B.2 Describe the role of British government on the colonial economy</p> <p>a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes</p> <p>b. Evaluate the trade-offs of British protectionism</p> <p>(H) B.2 Describe the role of British government on the colonial economy</p> <p>a. Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes</p> <p>b. Evaluate the trade-offs of British protectionism</p> <p>(H) C.1 Analyze the causes of the American Revolution</p> <p>a. Identify and sequence key events between the French and Indian War and the American Revolution</p> <p>b. Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War</p>
15	The Shot Heard Round the World	<p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <p>a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington</p> <p>b. Examine how the federalists and anti-federalist perspectives influenced government</p> <p>(C) C1 Analyze factors that affected relationships in the colonial period</p> <p>a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people</p> <p>b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention</p>

Week	Title	Standards Covered
		<p>(H) B.2 Describe the role of British government on the colonial economy</p> <ol style="list-style-type: none"> Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes Evaluate the trade-offs of British protectionism <p>(H) C.1 Analyze the causes of the American Revolution</p> <ol style="list-style-type: none"> Identify and sequence key events between the French and Indian War and the American Revolution Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War
Unit 7: Revolution		
16	Independence and Revolution: People	<p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ol style="list-style-type: none"> Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <ol style="list-style-type: none"> Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington Examine how the federalists and anti-federalist perspectives influenced government <p>(H) B.2 Analyze the growth and development of colonial America</p> <ol style="list-style-type: none"> Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered Compare the political, economic and social lives of people in New England, Middle and the Southern colonies Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period <p>(H) C.1 Analyze the causes of the American Revolution</p> <ol style="list-style-type: none"> Identify and sequence key events between the French and Indian War and the American Revolution Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War

Week	Title	Standards Covered
17	Independence and Revolution: The Military	<p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <ul style="list-style-type: none"> a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington b. Examine how the federalists and anti-federalist perspectives influenced government
Unit 8: The New Nation		
18	The Founders and Process	<p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ul style="list-style-type: none"> a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <ul style="list-style-type: none"> a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington b. Examine how the federalists and anti-federalist perspectives influenced government <p>(CG) C.1 Describe individual rights and responsibilities in the United States</p> <ul style="list-style-type: none"> a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the power and responsibility of the Supreme Court including the power of judicial review <p>(CG) C.2 Evaluate how the United States government protects the rights of individuals and groups</p> <ul style="list-style-type: none"> a. Explain the balance between providing for the common good and protecting individual rights b. <i>Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security</i> <p>(C) C.1 Analyze factors that affected relationships in the colonial period</p> <ul style="list-style-type: none"> a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention

Week	Title	Standards Covered
		<p>(H) C.1 Analyze the causes of the American Revolution</p> <ol style="list-style-type: none"> Identify and sequence key events between the French and Indian War and the American Revolution Examine the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War <p>(H) C.2 Analyze the effects of the American Revolution</p> <ol style="list-style-type: none"> Analyze how the revolution altered colonial and national governments Describe individual freedoms that resulted from the formation of an independent nation
19	Constitution	<p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ol style="list-style-type: none"> Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <ol style="list-style-type: none"> Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington Examine how the federalists and anti-federalist perspectives influenced government <p>(CG) C.1 Describe individual rights and responsibilities in the United States</p> <ol style="list-style-type: none"> Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important Describe the power and responsibility of the Supreme Court including the power of judicial review <p>(CG) C.2 Evaluate how the United States government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> Explain the balance between providing for the common good and protecting individual rights Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security <p>(H) C.2 Analyze the effects of the American Revolution</p> <ol style="list-style-type: none"> Analyze how the revolution altered colonial and national governments Describe individual freedoms that resulted from the formation of an independent nation

Week	Title	Standards Covered
20	The Bill of Rights	<p>(CG) A.1 Examine the early foundations, functions, and purposes of government</p> <ol style="list-style-type: none"> Describe how the European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War Explain and clarify how Europe's philosophies and policies affected the political structure of the early American Colonies Identify and summarize how democratic principles, such as rule of law, limited government, consent of the governed, popular sovereignty, representative democracy, and the limitation of power influenced our founding documents Trace the development of early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings <p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems</p> <ol style="list-style-type: none"> Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system</p> <ol style="list-style-type: none"> Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington Examine how the federalists and anti-federalist perspectives influenced government <p>(CG) B.2 Analyze the importance of civic participation as a citizen of the United States</p> <ol style="list-style-type: none"> <i>Analyze the usefulness of various sources of information used to make political decisions</i> Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering <p>(CG) C.1 Describe individual rights and responsibilities in the United States</p> <ol style="list-style-type: none"> Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important Describe the power and responsibility of the Supreme Court including the power of judicial review <p>(CG) C.2 Evaluate how the United States government protects the rights of individuals and groups</p> <ol style="list-style-type: none"> Explain the balance between providing for the common good and protecting individual rights

Week	Title	Standards Covered
		<p><i>b. Analyze how government needs to provide more protection and order during times of crisis, such as the natural disasters and threats to national security</i></p> <p>(CG) C.3 Examine the principle of due process Describe the due process protections in the Bill of Rights</p> <p>(H) C.2 Analyze the effects of the American Revolution a. Analyze how the revolution altered colonial and national governments b. Describe individual freedoms that resulted from the formation of an independent nation</p>
21	New Nation	<p>(CG) A.2 Analyze the historic events, documents, and practices that are the foundations of our political systems a. Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses b. Analyze the successes and failures in meeting the challenges of governing under Articles of Confederation c. Explain the significance of principles in the development of the Declaration of Independence, Articles of Confederation, Preamble, U.S. Constitution and the Bill of Rights d. Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances</p> <p>(CG) B.1 Analyze how individuals' roles and perspectives shape the American political system a. Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington b. Examine how the federalists and anti-federalist perspectives influenced government</p> <p>(CG) C.1 Describe individual rights and responsibilities in the United States a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the power and responsibility of the Supreme Court including the power of judicial review</p> <p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers a. Compare perspectives of Native American, Africans, and the European explorers b. Describe how cultures changed as a result of Native American, African, and European interaction</p> <p>(C) B.2 Analyze how increased diversity in the colonies resulted from immigration, settlement patterns and economic development a. Analyze how the influx of immigrants led to economic growth and cultural diversity</p>

Week	Title	Standards Covered
		<p>b. Provide examples of how the interactions of various groups resulted in the borrowing and sharing of traditions and technology</p> <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <p>a. Use map elements to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe geographic characteristics</p> <p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p> <p>(H) C.2 Analyze the effects of the American Revolution</p> <p>a. Analyze how the revolution altered colonial and national governments</p> <p>b. Describe individual freedoms that resulted from the formation of an independent nation</p>
Unit 9: Expansion and Growth		
22	America on the Move	<p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <p>a. Use map elements to interpret and construct a variety of maps</p> <p>b. Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements</p> <p>c. Use photographs, maps, and drawings to describe geographic characteristics</p> <p>d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City</p> <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <p>a. Compare ways Native American societies used the natural environment for food, clothing, and shelter</p> <p>b. Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming</p> <p>c. Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems</p> <p>(E) A.2 Analyze how limited economic resources were used to satisfy economic wants in Colonial America</p> <p>a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services</p> <p>b. Describe how available resources affected specialization and trade</p> <p>c. Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants</p>

Week	Title	Standards Covered
23	Expanding Borders	<p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <ol style="list-style-type: none"> Compare perspectives of Native American, Africans, and the European explorers Describe how cultures changed as a result of Native American, African, and European interaction <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ol style="list-style-type: none"> Use map elements to interpret and construct a variety of maps Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements Use photographs, maps, and drawings to describe geographic characteristics Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City <p>(G) D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications</p> <ol style="list-style-type: none"> Compare ways Native American societies used the natural environment for food, clothing, and shelter Describe ways that colonists in the New England, Middle and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels and plantation farming Explain how colonists adapted to and modified their environments and how these modifications sometimes created environmental problems
24	American INdian Nations: The Cherokee Nation	<p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <ol style="list-style-type: none"> Compare perspectives of Native American, Africans, and the European explorers Describe how cultures changed as a result of Native American, African, and European interaction <p>(G) A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America</p> <ol style="list-style-type: none"> Use map elements to interpret and construct a variety of maps Use a globe and a variety of maps, atlases to identify natural/physical features of colonial settlements Use photographs, maps, and drawings to describe geographic characteristics Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City
Unit 10: A Divided Nation		
25	Slavery in America	<p>(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers</p> <ol style="list-style-type: none"> Compare perspectives of Native American, Africans, and the European explorers

Week	Title	Standards Covered
		b. Describe how cultures changed as a result of Native American, African, and European interaction
26	Abolition	(C) B.1 Analyze how native societies were influenced by the diverse cultures of the explorers and settlers a. Compare perspectives of Native American, Africans, and the European explorers b. Describe how cultures changed as a result of Native American, African, and European interaction
27	Conflict and Compromises in the Capitol	(CG) C.1 Describe individual rights and responsibilities in the United States a. Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important b. Describe the power and responsibility of the Supreme Court including the power of judicial review (C) C.1 Analyze factors that affected relationships in the colonial period a. Analyze how conflict affected relationships among individuals and groups, such as early settlers and Native Americans, free and enslaved people b. Provide the examples of conflicts and compromises among differing groups of people during the Constitutional Convention
Unit 11: The American Civil War		
28	The Road to War	
29	The House Divided by War	
30	Of Souls and Soldiers	
Unit 12: Reconstruction of the Union		
31	Building the Peace	
32	Rebuilding the Union	