

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	I Am a Member of a Community	SS.K.4 Investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities such as role play and classroom jobs.
2	What are Rules?	<p>SS.K.1 Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).</p> <p>SS.K.3 Investigate the need for rules in their environment, create a set of classroom rules, and explore the consequences for not following the rules.</p>
3	What are Laws?	SS.K.3 Investigate the need for rules in their environment, create a set of classroom rules, and explore the consequences for not following the rules.
4	Learning and Working Together	<p>SS.K.2 Participate in role play to resolve disputes, and demonstrate tolerance and acceptance of others and their ideas.</p> <p>SS.K.1 Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).</p> <p>SS.K.4 Investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities such as role play and classroom jobs.</p>
5	Our Government	
6	Government Services	SS.K.5 Investigate occupations within the school and local community.
7	Important Documents	
8	Citizens	<p>SS.K.1 Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).</p> <p>SS.K.2 Participate in role play to resolve disputes, and demonstrate tolerance and acceptance of others and their ideas.</p>
9	Patriotism	
10	National Symbols	

Week	Title	Standards Covered
11	National Holidays	SS.K.16 Investigate the past and explore the differences in other people, times and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.
12	Sources	
Unit 2: Geography		
13	Map Skills	SS.K.9 Construct a simple map of a familiar area (e.g., classroom, school, home, etc.). SS.K.10 Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far and above/under).
14	Five Themes of Geography	
15	Location	SS.K.9 Construct a simple map of a familiar area (e.g., classroom, school, home, etc.). SS.K.10 Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far and above/under).
16	Place: Physical Characteristics	SS.K.10 Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far and above/under). SS.K.11 Compare and contrast the ways humans adapt based on seasons and weather.
17	Place: Human Characteristics	SS.K.11 Compare and contrast the ways humans adapt based on seasons and weather. SS.K.12 Explore similarities and differences of life in the city (urban) and the country (rural).
18	Human-Environment Interaction	SS.K.11 Compare and contrast the ways humans adapt based on seasons and weather.
19	Movement	
20	Types of Regions	
21	Culture	SS.K.14 Illustrate personal history (e.g., first and last name, birthday, age,

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		guardian's name, and other personal data). SS.K.16 Investigate the past and explore the differences in other people, times and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.
Unit 3: Economics		
22	Needs and Wants	SS.K.6 Discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each. SS.K.8 Distinguish between wants and needs.
23	Goods and Services	SS.K.7 Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).
24	Economic Choices	SS.K.8 Distinguish between wants and needs.
25	Economic Activities	SS.K.5 Investigate occupations within the school and local community.
26	Spending and Saving	SS.K.7 Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).
Unit 4: History		
27	Time	SS.K.14 Illustrate personal history (e.g., first and last name, birthday, age, guardian's name, and other personal data). SS.K.17 Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).
28	Changes Over Time	SS.K.14 Illustrate personal history (e.g., first and last name, birthday, age, guardian's name, and other personal data). SS.K.17 Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).
29	Comparing Children Over Time	SS.K.17 Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).
30	Inventions	
31	Transportation Over Time	SS.K.17 Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).
32	Communication Over Time	

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Unit 1: Civics		
1	Community	SS.1.1 Model patriotism, cooperation, tolerance and respect for others within the school and community.
2	Rules and Laws	SS.1.2 Create scenarios and role play reflecting the use of rules and laws, their consequences and their value within the school and community.
3	Principles of Democracy	SS.1.1 Model patriotism, cooperation, tolerance and respect for others within the school and community. SS.1.2 Create scenarios and role play reflecting the use of rules and laws, their consequences and their value within the school and community
4	Purpose and Structure of Government	SS.1.4 Apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.
5	Government Services	SS.1.4 Apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.
6	Important Documents	
7	Citizens	SS.1.5 Collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.
8	Patriotism	SS.1.1 Model patriotism, cooperation, tolerance and respect for others within the school and community.
9	National Symbols	SS.1.3 Investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrate community traditions, etc.).
10	National Holidays	SS.1.3 Investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrate community traditions, etc.).
11	Founders	
12	Sources	SS.1.18 Utilize primary source documents and oral accounts to investigate ways communities change throughout history. SS.1.19 Examine cultural contributions of families through the use of literature, primary source documents and oral accounts.

Week	Title	Standards Covered
Unit 3: Geography		
13	Map Skills	SS.1.10 Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps. SS.1.14 Utilize appropriate maps, globes and geographic information systems.
14	Five Themes of Geography	SS.1.14 Utilize appropriate maps, globes and geographic information systems.
15	Location	SS.1.10 Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps. SS.1.14 Utilize appropriate maps, globes and geographic information systems.
16	Place: Physical Characteristics	SS.1.10 Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps. SS.1.15 Locate and identify the following on a map: West Virginia, United States Geographic features (e.g., mountains, bodies of water, etc.)
17	Place: Human Characteristics	SS.1.11 Describe how climate and location affect the way people live, work and play.
18	Human-Environment Interaction	SS.1.11 Describe how climate and location affect the way people live, work and play.
19	Movement	
20	Regions of the United States	SS.1.14 Utilize appropriate maps, globes and geographic information systems.
21	Culture	SS.1.19 Examine cultural contributions of families through the use of literature, primary source documents and oral accounts.
Unit 4: Economics		
22	Needs and Wants	SS.1.7 Distinguish between personal needs and wants and the consequences of personal choices. SS.1.12 Give examples of natural resources and their uses.
23	Goods and Services	SS.1.8 Demonstrate the exchange of goods and services.

Week	Title	Standards Covered
		SS.1.12 Give examples of natural resources and their uses.
24	Economic Choices	SS.1.7 Distinguish between personal needs and wants and the consequences of personal choices. SS.1.8 Demonstrate the exchange of goods and services.
25	Economic Activities	SS.1.6 Compare and contrast occupations within the community.
26	Spending and Saving	SS.1.9 Explain how individuals and families earn, spend and save money.
Unit 5: History		
27	Time	SS.1.13 Sequence the seasons of the year, months and days of the week.
28	Changes Over Time	SS.1.21 Illustrate personal history by creating a timeline.
29	Comparing Children Over Time	SS.1.21 Illustrate personal history by creating a timeline.
30	Inventions	
31	Transportation Over Time	
32	Communication Over Time	

Week	Title	Standards Covered
Unit 1: Civics and Government		
1	Community	
2	Rules and Laws	SS.2.1 Analyze examples of the fairness of rules and laws and evaluate their consequences.
3	Principles of Democracy	SS.2.1 Analyze examples of the fairness of rules and laws and evaluate their consequences.
4	Important Documents	SS.2.15 Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.
5	Purpose and Structure of Government	SS.2.2 Illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.
6	Government Services	
7	Citizens	
8	Patriotism	SS.2.4 Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects.
9	National Symbols	SS.2.4 Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects.
10	Monuments and Memorials	SS.2.4 Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects. SS.2.16 Explore the impact historic figures have had upon our society.
11	National Holidays	SS.2.4 Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects. SS.2.16 Explore the impact historic figures have had upon our society.
12	Founders	SS.2.15 Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.

Week	Title	Standards Covered
13	Culture	SS.2.3 Create a product (e.g., play, multimedia or poster) to demonstrate an understanding of the diversity in American culture.
14	Sources	
Unit 2: Geography		
15	Map Skills	SS.2.9 Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.
16	Five Themes of Geography	
17	Location	SS.2.10 Identify the continents and oceans on a map and globe.
18	Place: Physical Characteristics	<p>SS.2.9 Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.</p> <p>SS.2.10 Identify the continents and oceans on a map and globe.</p> <p>SS.2.11 Summarize how climate, location and physical surroundings have caused changes in the community and state over time.</p>
19	Place: Human Characteristics	SS.2.11 Summarize how climate, location and physical surroundings have caused changes in the community and state over time.
20	Human-Environment Interaction	<p>SS.2.11 Summarize how climate, location and physical surroundings have caused changes in the community and state over time.</p> <p>SS.2.12 Classify examples of natural resources and how people use them.</p>
21	Movement	SS.2.13 Utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data and analyze a variety of real-world situations.
22	Regions of the World	<p>SS.2.9 Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.</p> <p>SS.2.13 Utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data and analyze a variety of real-world situations.</p>

Week	Title	Standards Covered
Unit 3: Economics		
23	Economic Resources	SS.2.5 Investigate various occupations and career opportunities and how they have changed within the state and nation. SS.2.12 Classify examples of natural resources and how people use them.
24	Goods and Services	SS.2.7 Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).
25	Economic Principles	SS.2.6 Consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another. SS.2.7 Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).
26	Economic Activity	SS.2.5 Investigate various occupations and career opportunities and how they have changed within the state and nation.
27	Economic Choices	SS.2.8 Explain the role of banks in saving for future purchases and create a graph reflecting savings over time.
Unit 4: History		
28	Sequencing and Chronology	SS.2.14 Demonstrate an understanding of interactions among individuals, families and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.
29	Innovations Over Time	SS.2.14 Demonstrate an understanding of interactions among individuals, families and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.
30	Historical Figures	SS.2.15 Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts. SS.2.16 Explore the impact historic figures have had upon our society.
31	Solving Problems in Your Community	SS.2.4 Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects .
32	Year in Review	

Week	Title	Standards Covered
Unit 1: Civics		
1	Community	<p>SS.3.1 Identify and explain the following commonly-held American democratic values, principles and beliefs:</p> <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty <p>SS.3.6 Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.</p>
2	Sources	
3	Government	<p>SS.3.1 Identify and explain the following commonly-held American democratic values, principles and beliefs:</p> <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • Justice • Liberty <p>SS.3.2 Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.</p> <p>SS.3.6 Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.</p>
4	Important Documents	
5	Purpose and Structure of Government	SS.3.2 Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.
6	Conflict and Compromise	
7	Citizens	SS.3.5 Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).

Week	Title	Standards Covered
8	Patriotism and National Symbols	<p>SS.3.1 Identify and explain the following commonly-held American democratic values, principles and beliefs:</p> <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • Justice • Liberty <p>SS.3.5 Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).</p>
9	Heroes and Holidays	<p>SS.3.5 Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).</p>
Unit 2: Geography		
10	Map Skills	<p>SS.3.12 Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).</p> <p>SS.3.13 Distinguish between a continent, country, state and capital.</p> <p>SS.3.15 Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.</p>
11	The Five Themes	
12	Location	<p>SS.3.12 Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).</p> <p>SS.3.14 Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).</p> <p>SS.3.15 Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.</p> <p>SS.3.16 Explain the reason time zones were developed, identify the time zones of North America and calculate the variance in time from one zone to another.</p>
13	Place: Physical Characteristics	<p>SS.3.12 Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).</p>
14	Place: Human	<p>SS.3.13 Distinguish between a continent, country, state and capital.</p>

Week	Title	Standards Covered
	Characteristics	
15	Human-Environment Interaction	
16	Movement	
17	Culture	SS.3.3 Investigate significant cultural contributions of various groups creating our multicultural society.
18	Regions of the World: Part 1	
19	Regions of the World: Part 2	
20	Regions of the United States: Part 1	SS.3.19 Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.
21	Regions of the United States: Part 2	SS.3.19 Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.
Unit 3: Economics		
22	Wants and Needs	
23	Resources	SS.3.10 Use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).
24	Producers and Consumers	
25	Economic Principles	SS.3.8 Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources.
26	Personal Finances	SS.3.7 Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget.
Unit 4: History		
27	Timelines	

Week	Title	Standards Covered
28	Developing Inquiries	
29	Examining Evidence and Communicating Conclusions	
30	Taking Action	
31	Engage in Your Own Inquiry	

Week	Title	Standards Covered
Unit 1: Civics		
1	Government	<p>SS.4.2 Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.</p> <p>SS.4.3 Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.</p>
2	Important Documents	SS.4.1 Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).
3	Bill of Rights	SS.4.1 Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).
4	Citizens	SS.4.4 Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).
5	Founders	<p>SS.4.15 Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> • Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.). • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).
Unit 2: Geography		
6	Five Themes of Geography	<p>SS.4.8 Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).</p> <p>SS.4.9 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national)

Week	Title	Standards Covered
		SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
7	Map Skills	SS.4.8 Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
8	Place	SS.4.8 Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
9	Human-Environment Interaction	<p>SS.4.9 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national) <p>SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).</p>
10	Movement	<p>SS.4.9 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national)
11	Culture	<p>SS.4.9 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national)
12	Regions of the World	<p>SS.4.9 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national)
13	Regions of the United States	SS.4.8 Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
Unit 3: Economics		

Week	Title	Standards Covered
15	Resources	SS.4.5 Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
16	Economic Principles	SS.4.5 Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.). SS.4.6 Determine jobs that are needed according to supply and demand on a national level.
17	Personal Finance	SS.4.5 Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
18	Economic Systems	
Unit 4: History		
19	Historical Inquiry	
20	Sources	
21	The Vibrant Societies of Pre-Columbian North America	SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
22	Life in Pre-Columbian North America	SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
23	Exploration	SS.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.). SS.4.13 Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.). <ul style="list-style-type: none"> Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).
24	Colonization	SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.). S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward

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		<p>Expansion, etc.).</p> <p>SS.4.13 Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</p> <ul style="list-style-type: none"> Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).
25	The French and Indian War	<p>S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).</p> <p>SS.4.13 Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</p> <ul style="list-style-type: none"> Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).
26	The Road to Revolution	<p>SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). Explain the major ideas reflected in the Declaration of Independence. Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.
27	The American Revolution: Part 1	<p>S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).</p> <p>SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). Explain the major ideas reflected in the Declaration of Independence.

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.
28	The American Revolution: Part 2	<p>S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).</p> <p>SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). Explain the major ideas reflected in the Declaration of Independence. Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.
29	A New Nation	<p>S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).</p> <p>SS.4.15 Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.). Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).
30	War and Westward Expansion	<p>SS.4.10 Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).</p> <p>S.4.11 Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward</p>

Week	Title	Standards Covered
		<p>Expansion, etc.).</p> <p>SS.4.16 Demonstrate an understanding of the causes and effects of Westward Expansion.</p> <ul style="list-style-type: none"> Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).
31	Stories of the Symbols	
32	A Year in Review	

Week	Title	Standards Covered
Unit 1: Government and Geography		
1	Government Review	<p>SS.5.1 Illustrate the rights, responsibilities, duties and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.</p> <p>SS.5.5 Compare the functions of each level of the government (local, state, and national).</p>
2	Geography Review	<p>SS.5.18 Identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.</p> <p>SS.5.19 Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).</p>
Unit 2: Pre-Columbian		
3	Life in the Americas	
4	American Indian Government and Trade	
Unit 3: Exploration		
5	The Age of Encounters	
6	Consequences of Contact	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p>
Unit 4: Colonization		
7	The Colonies and Their Founding	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p> <p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p>
8	Jamestown	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p>

Week	Title	Standards Covered
		SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).
9	Plymouth	
10	Colonial Life	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p> <p>SS.5.13 Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.</p>
Unit 5: French and Indian War		
11	Clash of the Empires	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p> <p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p>
12	Consequences of the French and Indian War	SS.5.13 Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.
Unit 6: Road to Revolution		
13	The Acts of Parliament	SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).
14	The Actions of the Colonies	
15	The Shot Heard Round the World	
Unit 7: Revolution		
16	Independence and the Revolution: The People	

Week	Title	Standards Covered
17	Independence and the Revolution: The Military	
Unit 8: A New Nation		
18	The Founders and Process	
19	Constitution	SS.5.4 Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.
20	The Bill of Rights	
21	The New Nation	
Unit 9: Expansion and Growth		
22	America on the Move	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p> <p>SS.5.14 Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.</p> <p>SS.5.16 Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).</p> <p>SS.5.22 Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).
23	Expansion and Growth	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.8 Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p>

Week	Title	Standards Covered
		<p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p> <p>SS.5.14 Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.</p> <p>SS.5.16 Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).</p> <p>SS.5.22 Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).
24	The Cherokee Nation	<p>SS.5.13 Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.</p> <p>SS.5.22 Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).
Unit 10: A Nation Divided		
25	Slavery in America	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.9 Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p> <p>SS.5.10 Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p> <p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> • Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
26	Abolition	<p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
27	Compromises to Keep Slavery	<p>SS.5.10 Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p> <p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).

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		<ul style="list-style-type: none"> Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
Unit 11: The American Civil War		
28	The Road to War	<p>SS.5.10 Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p> <p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
29	The House Divided by War	<p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
30	Of Souls and Soldiers	<p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
Unit 12: Reconstruction of the Union		
31	Building the Peace	<p>SS.5.4 Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.</p> <p>SS.5.6 Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the U.S. Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.</p> <p>SS.5.11 Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.</p> <p>SS.5.12 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.</p> <p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.). <p>SS.5.21 Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction. Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).
32	Rebuilding the Union	<p>SS.5.7 Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p> <p>SS.5.13 Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.</p> <p>SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.). <p>SS.5.21 Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.). <p>SS.5.22 Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).