

August 12-16

Geography

4.G2.1- Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

(Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources)

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *(Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas)*

4.G4.1- Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. *(Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources)*

5.G1.1- Use and construct maps and graphs to represent changes in the United States. *(Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals)*

5G4.1- Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. *(Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns)*

August 19-30
Ancient China

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. *Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization

4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

4.SP3.1 Develop questions about events and developments (in the Americas).

4.SP3.2 Compare information provided by different sources about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments (in the Americas).

4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

4.SP3.5- Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6- Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1- Explain probable causes and effects of events and developments.

4.SP4.2- Summarize the central claim in a secondary work of history.

4.SP4.3- Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas*

4.G4.1- Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. *Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources*

5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

5.SP1.2- Explain how events of the past affect students' lives and society.

5.SP1.3- Generate questions about individuals and groups who have shaped significant historical changes and continuities. *Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States*

5.SP2.1- Explain why individuals and groups during the same historical period differed in their perspectives *Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers. Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights*

5.SP3.1- Develop compelling and supporting questions (about the United States) that are open to different interpretations.

5.SP3.2- Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3- Compare information provided by multiple sources about events and developments (in the United States).

5.SP3.4- Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

5.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

5.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.SP4.1- Explain probable causes and effects of events and developments (in United States history from the revolutionary period to the rise of industry and urbanization). *Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*

5.SP4.2- Use evidence to develop a claim about the past.

5.SP4.3- Summarize the central claim in a secondary source.

5.H2.1- Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. *Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*

6.SP1.1- Examine ways that historians and social scientist know about the past.

6.SP1.2- Analyze connections among events and developments in various geographic and cultural contexts.

6.SP1.3- Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4- Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1- Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2- Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.1- Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

6.SP3.2- Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3- Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5- Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1- Explain the multiple causes and effects of events and developments in the past.

6.SP4.2- Organize applicable evidence into a coherent argument about the past.

6.H1.1- Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2- Explain the causes and effects of interactions between cultures and civilizations. *Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.*

6.H2.1- Evaluate the causes and effects of conflict and resolution among different societies and cultures. *Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry*

6.H3.1- Analyze the impact of religious, government, and civic groups over time.

6.H3.2- Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

6.H3.3- Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

6.H4.1- Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

6.G2.1- Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *Key concepts include but are not limited to language, land and sea transportation and trade routes*

6.G3.2- Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. *Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*

6.G4.1- Explain why environmental characteristics vary among different world regions. *Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors*

6.G4.2- Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.

Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

September 3-13
Ecosystems- Cold (tundra/Arctic/taiga)

- 4.E1U3.9- Construct and support an evidence-based argument about the availability of water and its impact on life.
- 4.L4U1.11- Analyze and interpret environmental data to demonstrate that species either adapt and survive, or go extinct over time.
- 5.L3U1.9- Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.
- 5.L3U1.10- Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.
- 5.L4U3.11- Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.
- 5.L4U3.12- Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.
- 5.G2.1- Describe how natural and human-caused changes to habitats or climate can impact our world.
- 6.L2U3.11- Use evidence to construct an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.
- 6.L2U3.12- Engage in argument from evidence to support a claim about the factors that cause species to change and how humans can impact those factors.
- 6.L2U1.13- Develop and use models to demonstrate the interdependence of organisms and their environment including biotic and abiotic factors.

6.L2U1.14- Construct a model that shows the cycling of matter and flow of energy in ecosystems.

6.E1U1.6- Investigate and construct an explanation demonstrating that radiation from the Sun provides energy and is absorbed to warm the Earth's surface and atmosphere.

September 16-27
Healthy Living

5.L3U1.9- Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.

5.L4U3.12- Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.

September 30 - October 9

Economics

4.E2.1- Examine concepts of scarcity, choice, opportunity cost, and risk. *Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies*

4.E3.1- Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. *Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians*

4.G1.1- Use and construct maps and graphs to represent changes in the Americas over time. *(Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies)*

5.E1.1- Give examples of financial risks that individuals and households face within the context of the time period studied.

5.E2.1- Compare the benefits and costs of individual choices within the context of key historical events. *Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry*

5.E3.1- Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied. *Characteristics include but are not limited to risk taking, innovation, and problem solving*

5.E4.1- Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied

5.E4.2- Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

5.E5.1- Generate questions to explain how trade leads to increasing economic interdependence on different nations. *Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world*

6.E1.1- Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.

6.E1.2- Give examples of financial risks that individuals and households face within the context of the time period and region studied.

6.E3.1- Describe the relationship between various costs and benefits of economic production.

6.E3.2- Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities. *Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor*

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.E5.2- Explain the effects of increasing economic interdependence within distinct groups.

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *(Key concepts include but are not limited to language, land and sea transportation and trade routes)*

October 14-25
Aztec, Inca, and Maya

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. *Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*

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4.SP4.2- Summarize the central claim in a secondary work of history.

4.SP4.3- Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

ONLY FOR MESOAMERICA-

4.E3.1- Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. *Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians*

ONLY FOR MESOAMERICA and Native American units

4.H1.1- Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. *Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies*

ONLY FOR MESOAMERICA and Native American units

4.H3.1- Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas. *Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality*

ONLY FOR MESOAMERICA and Native American units

4.G1.1- Use and construct maps and graphs to represent changes in the Americas over time. *Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies*

ONLY FOR MESOAMERICA and Native American units

4.G2.1- Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. *Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources*

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas*

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5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

5.SP1.2- Explain how events of the past affect students' lives and society.

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business, nativists and immigrants, and American Indians and settlers. Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

5.SP3.1- Develop compelling and supporting questions (about the United States) that are open to different interpretations.

5.SP3.2- Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3- Compare information provided by multiple sources about events and developments (in the United States).

5.SP3.4- Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

5.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

5.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.SP4.1- Explain probable causes and effects of events and developments (in United States history from the revolutionary period to the rise of industry and urbanization). *Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*

5.SP4.2- Use evidence to develop a claim about the past.

5.SP4.3- Summarize the central claim in a secondary source.

5.H2.1- Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. *Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*

6.SP1.1- Examine ways that historians and social scientist know about the past.

6.SP1.2- Analyze connections among events and developments in various geographic and cultural contexts.

6.SP1.3- Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4- Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1- Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2- Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.1- Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

6.SP3.2- Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3- Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5- Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1- Explain the multiple causes and effects of events and developments in the past.

6.SP4.2- Organize applicable evidence into a coherent argument about the past.

6.H1.1- Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2- Explain the causes and effects of interactions between cultures and civilizations. *Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.*

6.H2.1- Evaluate the causes and effects of conflict and resolution among different societies and cultures. *Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry*

6.H3.1- Analyze the impact of religious, government, and civic groups over time.

6.H3.2- Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. *Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism*

6.H3.3- Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

6.H4.1- Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

6.G2.1- Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *Key concepts include but are not limited to language, land and sea transportation and trade routes*

6.G3.2- Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. *Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*

6.G4.1- Explain why environmental characteristics vary among different world regions. *Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors*

6.G4.2- Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. *Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters*

October 28 – November 1
Arizona Government & Symbols

November 4-8
Civics- US Government

4.C1.1- Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas. *Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.*

4.C2.1- Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. *Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas*

5.C2.1- Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization. *Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military*

5.C3.1- Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

** Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble*

** Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)*

5.C4.1- Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems. *Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century*

5.C4.2- Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.C4.1- Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

6.C4.2- Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government. *Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building*

November 12-15

Engineering

U.2 The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.

November 18-26
Western Religion

6.H3.2- Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

December 2-19
Theater/Plays

January 6-10
Olympics

January 13-31
Biography, Careers/Workplace Skills (and yearbooks)

February 3-19
Physical Science- Simple Machines & Force and Motion

4.P4U1.1- Develop and use a model to demonstrate how a system transfers energy from one object to another even when the objects are not touching.

5.E2U1.8- Obtain, analyze, and communicate evidence to support an explanation that the gravitational force of Earth on objects is directed toward the planet's center.

5.P3U1.4- Obtain, analyze, and communicate evidence of the effects that balanced and unbalanced forces have on the motion of objects.

5.P3U2.5- Define problems and design solutions pertaining to force and motion.

5.P4U1.6- Analyze and interpret data to determine how and where energy is transferred when objects move.

6.P2U1.4- Develop and use a model to predict how forces act on objects at a distance.

6.P4U2.5- Analyze how humans use technology to store (potential) and/or use (kinetic) energy.

February 24- March 7
Reconstruction, Industrialization and a Century of Change

[as well as science fair and school dance]

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. *Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization

4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

4.SP3.1 Develop questions about events and developments (in the Americas).

4.SP3.2 Compare information provided by different sources about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments (in the Americas).

4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

4.SP3.5- Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6- Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1- Explain probable causes and effects of events and developments.

4.SP4.2- Summarize the central claim in a secondary work of history.

4.SP4.3- Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

4.H1.1- Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. *Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies*

4.H3.1- Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.

Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration

Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

4.E2.1- Examine concepts of scarcity, choice, opportunity cost, and risk.

Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

4.E3.1- Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the

Americas. *Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians*

4.G1.1- Use and construct maps and graphs to represent changes in the Americas over time. *Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies*

4.G2.1- Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas*

4.G4.1- Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

5.SP1.2- Explain how events of the past affect students' lives and society.

5.SP1.3- Generate questions about individuals and groups who have shaped significant historical changes and continuities. *Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States*

5.SP2.1- Explain why individuals and groups during the same historical period differed in their perspectives *Key individuals and groups can include but are not limited to*

a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers. Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

5.SP3.1- Develop compelling and supporting questions (about the United States) that are open to different interpretations.

5.SP3.2- Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3- Compare information provided by multiple sources about events and developments (in the United States).

5.SP3.4- Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

5.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

5.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.SP4.1- Explain probable causes and effects of events and developments (in United States history from the revolutionary period to the rise of industry and urbanization). *Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*

5.SP4.2- Use evidence to develop a claim about the past.

5.SP4.3- Summarize the central claim in a secondary source.

5.E2.1- Compare the benefits and costs of individual choices within the context of key historical events. *Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry*

5.E4.1- Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied

5.E4.2- Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

5.G1.1- Use and construct maps and graphs to represent changes in the United States. *Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals*

5.G3.1- Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. *Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration*

5.H2.1- Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. *Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*

5.H4.1- Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

5.C2.1- Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to

Industrialization. Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

6.SP1.1- Examine ways that historians and social scientist know about the past.

6.SP1.2- Analyze connections among events and developments in various geographic and cultural contexts.

6.SP1.3- Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4- Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1- Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2- Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.1- Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

6.SP3.2- Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3- Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5- Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1- Explain the multiple causes and effects of events and developments in the past.

6.SP4.2- Organize applicable evidence into a coherent argument about the past.

6.H1.1- Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2- Explain the causes and effects of interactions between cultures and civilizations. *Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.*

6.H2.1- Evaluate the causes and effects of conflict and resolution among different societies and cultures. *Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry*

6.H3.1- Analyze the impact of religious, government, and civic groups over time.

6.H3.3- Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

6.H4.1- Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. *Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns*

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *Key concepts include but are not limited to language, land and sea transportation and trade routes*

6.G3.2- Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. *Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*

6.G4.2- Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.- *Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters*

March 17-21
Ecosystems- Desert

4.E1U3.9- Construct and support an evidence-based argument about the availability of water and its impact on life.

4.L4U1.11- Analyze and interpret environmental data to demonstrate that species either adapt and survive, or go extinct over time.

5.L3U1.9- Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.

5.L3U1.10- Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.

5.L4U3.11- Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.

5.L4U3.12- Construct an argument based on evidence that inherited characteristics can be affected by behavior and/or environmental conditions.

5.G2.1- Describe how natural and human-caused changes to habitats or climate can impact our world.

6.L2U3.11- Use evidence to construct an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.

6.L2U3.12- Engage in argument from evidence to support a claim about the factors that cause species to change and how humans can impact those factors.

6.L2U1.13- Develop and use models to demonstrate the interdependence of organisms and their environment including biotic and abiotic factors.

6.L2U1.14- Construct a model that shows the cycling of matter and flow of energy in ecosystems.

6.E1U1.6- Investigate and construct an explanation demonstrating that radiation from the Sun provides energy and is absorbed to warm the Earth's surface and atmosphere.

March 24-28
Arizona History Explorers to Present

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. *Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization

4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

4.SP3.1 Develop questions about events and developments (in the Americas).

4.SP3.2 Compare information provided by different sources about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments (in the Americas).

4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

4.SP3.5- Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6- Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1- Explain probable causes and effects of events and developments.

4.SP4.2- Summarize the central claim in a secondary work of history.

4.SP4.3- Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

4.H1.1- Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. *Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies*

Only for exploration, colonies/revolution, westward

4.H2.1- Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration

Only for exploration, colonies/revolution

4H2.2- Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

4.H3.1- Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.

Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration

Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

4.E2.1- Examine concepts of scarcity, choice, opportunity cost, and risk. *Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies*

4.E3.1- Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. *Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians*

4.G1.1- Use and construct maps and graphs to represent changes in the Americas over time. *Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies*

4.G2.1- Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. *Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources*

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas*

4.G4.1- Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. *Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources*

<p>5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.</p>

5.SP1.2- Explain how events of the past affect students' lives and society.

5.SP1.3- Generate questions about individuals and groups who have shaped significant historical changes and continuities. *Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States*

5.SP2.1- Explain why individuals and groups during the same historical period differed in their perspectives *Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers. Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights*

5.SP3.1- Develop compelling and supporting questions (about the United States) that are open to different interpretations.

5.SP3.2- Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3- Compare information provided by multiple sources about events and developments (in the United States).

5.SP3.4- Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

5.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

5.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.SP4.1- Explain probable causes and effects of events and developments (in United States history from the revolutionary period to the rise of industry and urbanization). *Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*

5.SP4.2- Use evidence to develop a claim about the past.

5.SP4.3- Summarize the central claim in a secondary source.

5.E2.1- Compare the benefits and costs of individual choices within the context of key historical events. *Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry*

5.E4.1- Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied

5.E4.2- Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

5.G1.1- Use and construct maps and graphs to represent changes in the United States. *Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals*

5.G3.1- Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. *Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration*

5.H2.1- Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical

timeframe. *Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*

5.H4.1- Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

5.C2.1- Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization. *Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military*

6.SP1.1- Examine ways that historians and social scientist know about the past.

6.SP1.2- Analyze connections among events and developments in various geographic and cultural contexts.

6.SP1.3- Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4- Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1- Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2- Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.1- Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

6.SP3.2- Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3- Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5- Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1- Explain the multiple causes and effects of events and developments in the past.

6.SP4.2- Organize applicable evidence into a coherent argument about the past.

6.H1.1- Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2- Explain the causes and effects of interactions between cultures and civilizations. *Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.*

6.H2.1- Evaluate the causes and effects of conflict and resolution among different societies and cultures. *Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry*

6.H3.1- Analyze the impact of religious, government, and civic groups over time.

6.H3.3- Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

6.H4.1- Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. *Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns*

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *Key concepts include but are not limited to language, land and sea transportation and trade routes*

6.G3.2- Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. *Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*

6.G4.2- Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.- *Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters*

March 31- April 17
Media & Technology & Movie Making

Must cover 3 internet safety lessons and document.

April 21-25
Ecology

April 25-May 5
Weather

4.E1U1.6- Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes.

4.E1U1.8- Collect, analyze, and interpret data to explain weather and climate patterns.

4.E1U3.9- Construct and support an evidence-based argument about the availability of water and its impact on life.

4.E1U2.10- Define problem(s) and design solution(s) to minimize the effects of natural hazards.

5.G2.1- Describe how natural and human-caused changes to habitats or climate can impact our world.

6.E1U1.6- Investigate and construct an explanation demonstrating that radiation from the Sun provides energy and is absorbed to warm the Earth's surface and atmosphere.

6.E2U1.10- Use a model to show how the tilt of Earth's axis causes variations in the length of the day and gives rise to seasons.

May 12-23
Ancient Greece and Rome

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. *Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization

4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

4.SP3.1 Develop questions about events and developments (in the Americas).

4.SP3.2 Compare information provided by different sources about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments (in the Americas).

4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.

4.SP3.5- Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6- Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1- Explain probable causes and effects of events and developments.

4.SP4.2- Summarize the central claim in a secondary work of history.

4.SP4.3- Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

4.G3.1- Explain how the location and use of resources affects human settlement and movement. *Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas*

4.G4.1- Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.

Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

5.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

5.SP1.2- Explain how events of the past affect students' lives and society.

5.SP1.3- Generate questions about individuals and groups who have shaped significant historical changes and continuities. *Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States*

5.SP2.1- Explain why individuals and groups during the same historical period differed in their perspectives *Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers. Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties,*

slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

5.SP3.1- Develop compelling and supporting questions (about the United States) that are open to different interpretations.

5.SP3.2- Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3- Compare information provided by multiple sources about events and developments (in the United States).

5.SP3.4- Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

5.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

5.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

5.SP4.1- Explain probable causes and effects of events and developments (in United States history from the revolutionary period to the rise of industry and urbanization). *Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*

5.SP4.2- Use evidence to develop a claim about the past.

5.SP4.3- Summarize the central claim in a secondary source.

5.H2.1- Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical

timeframe. *Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*

6.SP1.1- Examine ways that historians and social scientist know about the past.

6.SP1.2- Analyze connections among events and developments in various geographic and cultural contexts.

6.SP1.3- Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4- Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1- Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2- Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.1- Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

6.SP3.2- Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3- Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4- Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5- Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7- Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1- Explain the multiple causes and effects of events and developments in the past.

6.SP4.2- Organize applicable evidence into a coherent argument about the past.

6.H1.1- Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2- Explain the causes and effects of interactions between cultures and civilizations. *Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.*

6.H2.1- Evaluate the causes and effects of conflict and resolution among different societies and cultures. *Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry*

6.H3.1- Analyze the impact of religious, government, and civic groups over time.

6.H3.2- Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

6.H3.3- Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

6.H4.1- Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

6.C2.1- Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.E3.3- Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.

6.E5.1- Describe the factors that influence trade between countries or cultures.

6.G1.1- Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

6.G2.1- Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

6.G3.1- Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. *Key concepts include but are not limited to language, land and sea transportation and trade routes*

6.G3.2- Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration. *Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*

6.G4.1- Explain why environmental characteristics vary among different world regions. *Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors*

6.G4.2- Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. *Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters*