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| Course Name: | Kindergarten Social Studies | | |
| Credits: | N/A | | |
| Prerequisites: | N/A | | |
| Description: | A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship | | |
| Academic Standards: | National Curriculum Standards for Social Studies (NCSS) | | |
| Units: | Unit Length: | Unit Standards: | Unit Outcomes: |
| All About Me | Two Months | I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family. | Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different. |
| Then and Now | One Month | I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions. | Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving. |
| Holidays Around the World | One Month | I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs. | Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season. |
| United States | One Month | I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States. | Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important. |
| My Community | Two Months | I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...). I can differentiate between wants and needs. | Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community. |
| Our World | Two Months | I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions. | Students will be able to describe the difference between a map and a globe. Students will also be able tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them. |

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| Unit Name: All About Me | Length: Two Months |
| Standards: I can describe characteristics of a positive citizenship (classroom). I can describe how people grow and change. I can cooperate with my neighbors (school, home...). I can ask and answer questions about myself and my family. | Outcomes: Students will be able to describe how to be a good citizenship in the home and classroom. Students will learn about the parts of the family and how families are similar and different. |
| Essential Questions: How am I different from and similar to others? How can I learn to cooperate and collaborate with others? How do choices I make influence who I am and how others see me? What is a rule? Why do we have rules? | Learning Targets: Students will describe characteristics of a positive citizenship (classroom). Students will describe how people grow and change. Students will cooperate with my neighbors (school, home...). Students will ask and answer questions about myself and my family. |
| Topic 1: We Are Citizens | Length: 6-8 Days |
| Standard(s): I can describe characteristics of a positive citizenship (classroom). I can cooperate with my neighbors (school, home...). | Academic Vocabulary: Rules Laws Cooperation |
| Lesson Frame: Rules & Laws | I can give examples of a rule. I can give examples of a law. |
| Lesson Frame: How To Be a Good Citizen | I can tell the responsibilities of a good citizen. |
| Lesson Frame: Good Choices and Bad Choices | I can describe what are good and bad choices. |
| Lesson Frame: Friendship, Sharing, and Taking Turns | I can describe how to be a good friend. |
| Lesson Frame: Cooperation | I can define cooperation. |
| Lesson Frame: Working Hard and Trying Our Best | I can give examples of what it means to do my best. |
| Performance Tasks: Behavior Sort (Good versus Bad Choices) | Notes: |
| Topic 2: Families | Length: 3-5 Days |

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| <p>Standards: I can ask and answer questions about myself and my family. I can describe how people grow and change.</p> | <p>Academic Vocabulary: Parents Grandparents Brothers Sisters Aunts Uncles</p> |
| <p>Lesson Frame: My Family</p> | <p>I can tell who is in my family.</p> |
| <p>Lesson Frame: Extended Family</p> | <p>I can tell what an extended family is.</p> |
| <p>Lesson Frame: Types of Families</p> | <p>I can give examples of different types of families.</p> |
| <p>Performance Tasks: Draw a picture of your family and label each member.</p> | <p>Notes:</p> |

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| Unit Name: Then and Now | Length: One Month |
| Standards: I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions. | Outcomes: Students will compare the clothing, transportation, entertainment, homes, jobs, and schools from the past to the present. Students will also learn about the First Thanksgiving. |
| Essential Questions: What happened in the past? How was life in the past similar to and different from today? | Learning Targets: Students will differentiate between past, present, and future. Students will identify key people, holidays, events, and traditions. |
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| Topic 1: Past and Present | Length: 6-8 days |
| Standard(s): I can differentiate between past, present, and future. | Academic Vocabulary: Entertainment |
| Lesson Frame: Clothing Long Ago and Today | I can give an example of clothing from long ago and today. |
| Lesson Frame: School Long Ago and Today | I can give an example of differences between school long ago and today. |
| Lesson Frame: Transportation Long Ago and Today | I can give examples of transportation long ago and today. |
| Lesson Frame: Entertainment Long Ago and Today | I can give an example of entertainment long ago and today. |
| Lesson Frame: Home Long Ago and Today | I can differentiate between homes from the past and the present. |
| Lesson Frame: Jobs Long Ago and Today | I can differentiate between jobs from the past and the present. |
| Performance Tasks: Create a timeline | Notes: |
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| Topic 2: Thanksgiving | Length: 3-5 days |
| Standard(s): I can differentiate between past, present, and future. I can identify key people, holidays, events, and traditions. | Academic Vocabulary: Pilgrim Native American |
| Lesson Frame: Pilgrims and Native Americans | I can describe a Pilgrim. I can describe a Native American. |
| Lesson Frame: First Thanksgiving | I can describe the first Thanksgiving and why it is important. |

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| Lesson Frame: Present Day Traditions | I can identify common present day Thanksgiving traditions. |
| Performance Tasks: Sequencing Activity | Notes: |

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| Unit Name: Holidays Around the World | Length: One Month |
| Standards: I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. I can differentiate between wants and needs. | Outcomes: Students will learn about three different holidays celebrated by different cultures (Christmas, Kwanzaa, and Hanukah). Students will be able to compare and contrast these three holidays. Students will also be able to tell the difference between their needs and wants in regards to the holiday season. |
| Essential Questions: What is culture? How are groups of people alike or different? How do children in other parts of the world grow and learn? | Learning Targets: Students will explain how groups of people are alike and different (international). Students will identify key people, holidays, events and traditions. Students will differentiate between wants and needs. |
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| Topic 1: Customs and Traditions | Length: 3-5 days |
| Standard(s): I can explain how groups of people are alike and different (international). I can identify key people, holidays, events and traditions. | Academic Vocabulary: Christmas Kwanza Hanukkah |
| Lesson Frame: Christmas | I can describe the importance of Christmas. |
| Lesson Frame: Kwanza | I can describe the importance of Kwanzaa. |
| Lesson Frame: Hanukkah | I can describe the importance of Hanukah. |
| Performance Tasks: Create a poster. | Notes: |
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| Topic 2: Economics | Length: 1-2 days |
| Standard(s): I can differentiate between wants and needs. | Academic Vocabulary: Need Want |
| Lesson Frame: Needs and Wants | I can tell the difference between a need and a want. |

Performance Tasks:
Draw a picture that shows a need and a want.

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| Unit Name: United States | Length: One Month |
| Standards: I can identify leaders and their roles in different settings. I can identify why voting is important. I can identify symbols of the United States. | Outcomes: Students will learn about the leaders (president and vice president of the United States and how they are elected to their positions. Students will learn about the most common United States symbols (American Flag, Bald Eagle, Pledge of Allegiance, and the White House) and why they are important. |
| Essential Questions: What are the rights and responsibilities of people in a group, and of those in authority? What is government? | Learning Targets: Students will identify leaders and their roles in different settings. Students will identify why voting is important. Students will identify symbols of the United States. |
| Topic 1: Government | Length: 2-3 days |
| Standard(s): I can identify leaders and their roles in different settings. | Academic Vocabulary: President Vice President Voting |
| Lesson Frame: Leaders (President/Vice President) | I can identify leaders and their roles in different settings. |
| Lesson Frame: Voting | I can identify why voting is important. |
| Performance Tasks: Tell about the United States leaders and voting. | Notes: |
| Topic 2: Symbols | Length: 4-5 days |
| Standard(s): I can identify symbols of the United States. | Academic Vocabulary: |
| Lesson Frame: American Flag | I can describe the importance of the American Flag. |
| Lesson Frame: Bald Eagle | I can describe the importance of the Bald Eagle. |
| Lesson Frame: Pledge of Allegiance | I can describe the importance of the Pledge of Allegiance. |

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| Lesson Frame: White House | I can describe the importance of the White House. |
| Performance Tasks: Tell about United States symbols | Notes: |
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| Topic 3: Martin Luther King Jr Day | Length: 1-2 Days |
| Standard(s): I can identify leaders and their roles in different settings. | Academic Vocabulary: speech |
| Lesson Frame: I Have a Dream... | I can explain why Dr. Martin Luther King Jr. was important. |
| Performance Tasks: Tell why MLK Jr. is important. | Notes: |
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| Topic 4: President's Day | Length: 1-2 Days |
| Standard(s): I can identify leaders and their roles in different settings. | Academic Vocabulary: |
| Lesson Frame: Significance of President's Day | I can tell why President's Day is important. |
| Performance Tasks: Make a picture. | Notes: |
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| Unit Name: My Community | Length: Two Months |
| Standards: I can identify similarities and differences among community members. I can identify how I belong to groups (family, school, religion...). I can differentiate between wants and needs. | Outcomes: Students will learn about different workers within their community and how they are important to the community. Students will learn about needs and wants and how they connect to goods and services within the community. |
| Essential Questions: What are similarities and differences among individuals and groups? How do civic, educational, governmental, and religious organizations function in our community, state, and nation? What questions are important to ask about wants, needs, goods, and services? Why can't people have everything that they want? | Learning Targets: Students will identify similarities and differences among community members. Students will identify how I belong to groups (family, school, religion...). Students will differentiate between wants and needs. |
| Topic 1: Community Workers | Length: 4-5 Days |
| Standard(s): I can identify similarities and differences among community members. | Academic Vocabulary: Medical Educational Protective Services Earth Services |
| Lesson Frame: Medical Helpers | I can identify medical helpers. |
| Lesson Frame: Educational Helpers | I can identify educational helpers. |
| Lesson Frame: Protective Services Helpers | I can identify protective services helpers. |
| Lesson Frame: Earth Service Helpers | I can identify earth service helpers. |
| Performance Task: Make a poster of a community helper and orally present it to the class. | Notes: |
| Topic 2: Economics | Length: 3-4 Days |
| Standard(s): I can differentiate between wants and needs. | Academic Vocabulary: Needs Wants Goods Services Producers Consumers |

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| Lesson Frame: Needs and Wants (Review) | I can differentiate between wants and needs. |
| Lesson Frame: Goods and Services | I can differentiate between goods and services. |
| Lesson Frame: Producers and Consumers | I can differentiate between producers and consumers. |
| Performance Tasks: Needs and Wants Sort | Notes: |

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| Unit Name: Our World | Length: Two Months |
| Standards: I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions. | Outcomes: Students will be able to describe the difference between a map and a globe. Students will also be able to tell the parts of a map (key, compass rose). By the end of the unit, students will be able to make a map of a place important to them. |
| Essential Questions: Where am I? What are the features of a map? (Title, keys, labels, symbols, colors etc.) What is the purpose of a map and how do they help us? How do people change the environment, and how does the environment influence human activity? | Learning Targets: Students will identify my location (home, school). Students will create a map of a room (bedroom, classroom...). Students will use charts, maps, and graphs to interpret data and answer questions. |
| Topic 1: Maps | Length: 6-8 Days |
| Standard(s): I can identify my location (home, school). I can create a map of a room (bedroom, classroom...). I can use charts, maps, and graphs to interpret data and answer questions. | Academic Vocabulary: Map Globe Key Compass Rose Labels |
| Lesson Frame: What is a map? | I can tell about and describe a map. |
| Lesson Frame: Identifying Water and Land | I can tell what is water and land on a map. |
| Lesson Frame: Map Symbols and Map Keys | I can identify the key and symbols on a map. |
| Lesson Frame: Map Directions | I can identify the compass rose and tell directions. |
| Lesson Frame: What is a Globe? | I can tell about and describe a globe. |
| Lesson Frame: Comparing Maps and Globes | I can compare a map and a globe. |
| Performance Tasks: Create a map of a room (bedroom, classroom...) | Notes: |
| Topic 2: Earth Day | Length: 3-4 Days |

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| <p>Standard(s): I can identify how reducing, reusing, and recycling affect my environment.</p> | <p>Academic Vocabulary: Reduce Reuse Recycle</p> |
| <p>Lesson Frame: Reduce</p> | <p>I can tell what it means to reduce and give 1-2 ways to reduce garbage.</p> |
| <p>Lesson Frame: Reuse</p> | <p>I can tell what it means to reuse and give 1-2 ways to reuse garbage.</p> |
| <p>Lesson Frame: Recycle</p> | <p>I can tell what it means to recycle and tell 1-2 things that can be recycled.</p> |
| <p>Performance Tasks: Recycling picture sort.</p> | <p>Notes:</p> |

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| Unit Name: Economics and Citizenship | Length: One Quarter |
| Standards: I can differentiate between wants, needs, goods and services. I can describe characteristics of a positive citizen. I can identify leaders and their roles. I can explain how leaders are chosen. | Outcomes: People work to earn money for things that they need and want. People use the characteristics of a good citizen to live, work, and be successful together. |
| Essential Questions: Why do people work? How do we get along together? | Learning Targets: 1. Students will understand the difference between a need and a want. 2. Students will understand what work is and the different kinds of work people do. 3. Students will understand that goods are made, bought, and traded. 4. Students will understand the importance of being a good citizen. 5. Students will understand that we have many leaders who have different roles. |
| Topic 1: Needs and Wants | Length: 2 weeks |
| Standard(s): I can differentiate between wants, needs, goods and services. | Academic Vocabulary: wants, needs, shelter |
| Lesson Frame: Things We Need | I can list things I need to survive. |
| Lesson Frame: Things We Want | I can tell the difference between my wants from my needs. |
| Performance Tasks: Graphic Organizer Compare and Contrast Completion of rubric Participation Sequencing | Notes: Activities may vary depending on individual needs |
| Topic 2: Goods and Services | Length: 2 weeks |
| Standard(s): I can differentiate between wants, needs, goods and services. | Academic Vocabulary: work, service, goods, volunteer, factory, trade |
| Lesson Frame: Why People Work | I can list different types of work. |
| Lesson Frame: Service Jobs and Volunteers | I can name some service workers in my community and how they help. I can compare and contrast work, service jobs, and volunteering. |
| Lesson Frame: Goods | I can tell how people get goods they need. I can tell what trade means. |

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| <p>Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists compare and contrast</p> | <p>Notes: Activities may vary depending on individual needs videos and literature</p> |
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| <p>Topic 3: Good Citizens Standard(s): I can describe characteristics of a positive citizen. Lesson Frame: Voting Lesson Frame: Respecting Earth Lesson Frame: Being Fair</p> | <p>Length: 2 weeks Academic Vocabulary: citizen, vote I can participate in a class vote and interpret the data. I can share ways to take care of the Earth. I can show fairness in ways to solve problems.</p> |
| <p>Performance Tasks: Graphic Organizers sequencing Completion of rubrics lists Participation</p> | <p>Notes: Activities may vary depending on individual needs videos and literature Mock Election</p> |
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| <p>Topic 4: Our Leaders Standard(s): I can identify leaders and their roles. I can explain how leaders are chosen. Lesson Frame: The President Lesson Frame: Governors Lesson Frame: Mayors</p> | <p>Length: 2 weeks Academic Vocabulary: governor, mayor I can identify facts and duties of the President. I can identify facts and duties of the Governor. I can identify facts and duties of the Mayor.</p> |
| <p>Performance Tasks: Graphic Organizers Completion of rubrics lists Participation Compare and contrast</p> | <p>Notes: Activities may vary depending on individual needs videos and literature</p> |

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| Course Name: | Grade 2 Social Studies | | |
| Description: | A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship. | | |
| Academic Standards: | NCSS | | |
| Units: | Unit Length: | Unit Standards: | Unit Outcomes: |
| Community and Culture | 1 Quarter | <ul style="list-style-type: none"> I can collaborate with my neighbor. I can list groups to which people belong. I can explain how groups of people are alike and different. I can describe individual characteristics of myself and others. I can explain aspects of culture. | We belong to a variety of groups and live within different types of communities. |
| Geography and Global Connections | 1 Quarter | <ul style="list-style-type: none"> I can identify my location using maps and cardinal directions. I can create a map of a community. I can identify physical characteristics. I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources. | Maps show location and geographical forms to help us learn about our Earth. |
| History | 1 Quarter | <ul style="list-style-type: none"> I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. I can recognize the important artifacts, symbols and documents from history. I can identify how science and technology affects our lives. | Historical events have played an important role in our lives. |
| Economics and Citizenship | 1 Quarter | <ul style="list-style-type: none"> I can differentiate between wants, needs, goods, service, producers and consumers. I can define economic language. I can describe the characteristics of a positive citizen. I can differentiate between the three branches of government. I can explain the role of government. | There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country. |

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| Unit Name: Geography and Global Connections | Length: One Quarter |
| Standards: I can identify my location using maps and cardinal directions. I can create a map of a community. I can identify physical characteristics. I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources. | Outcomes: Maps show location and geographical forms to help us learn about our Earth. |
| Essential Questions: How do we find out about places on Earth? | Learning Targets: 1. Understand that location is how we describe where places and things are. 2. Identify the connections between state, country, continent and world. 3. Identify the differences between landforms and different bodies of water in the United States. 4. Understand that natural resources are things that occur in nature that we use. |
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| Topic 1: All About Location | Length: 2 weeks |
| Standard(s): I can identify my location using maps and cardinal directions. | Academic Vocabulary: Location |
| Lesson Frame: Location-Large or Small | I can: make a map representing items in a room |
| Lesson Frame: Absolute and Relative Location | I can: give examples of absolute and relative locations |
| Performance Tasks: Graphic organizer summarizing location. Completion of rubric | Notes: Activities may vary depending on individual needs. various maps |
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| Topic 2: Where We Live | Length: 2 weeks |
| Standard(s): I can create a map of a community. | Academic Vocabulary: state, country, border, continent |
| Lesson Frame: We live in a state and country | I can: locate and name the state and country I live in |
| Lesson Frame: We live on one of the seven continents | I can: locate North America on a world map |
| Performance Tasks: locate state, country and continent on a map Completion of rubric | Notes: Activities may vary depending on individual needs. Various videos Various maps |
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| Topic 3: Land and Water | Length: 2 weeks |
| Standard(s): I can identify physical characteristics. | Academic Vocabulary: mountain, desert, landform, valley, plain, island, peninsula, river, lake, hill, ocean |
| Lesson Frame: Landforms | I can: identify and describe the landforms found in our country |
| Lesson Frame: Bodies of Water | I can: identify and describe the bodies of water within our country |

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| Performance Tasks: Construct and label the landforms and bodies of water on a map Completion of rubric | Notes: Activities may vary depending on individual needs Literature to enhance topics various maps various videos |
| Topic 4: Earth's Resources | Length: 2 weeks |
| Standard(s): I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources. | Academic Vocabulary: natural resource, reduce, reuse, recycle |
| Lesson Frame: Natural Resources | I can: describe what a natural resource is. |
| Lesson Frame: Different Types of Natural Resources | I can: identify Earth's natural resources and how they are used. |
| Lesson Frame: Reduce, Reuse, Recycle | I can: share ways to take care of the Earth. |
| Performance Tasks: List different kinds of natural resources Summarize ways to help preserve Earth Completion of rubric | Notes: Activities may vary depending on individual needs Literature to enhance topics various videos |

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| Unit Name: History | Length: One Quarter |
| Standards: I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. I can recognize the important artifacts, symbols and documents from history. I can identify how science and technology affects our lives. | Outcomes: Historical events have played an important role in our lives. |
| Essential Questions: How did people from long ago make a difference? | Learning Targets: 1. Understand that there are many differences between life long ago and life today. 2. Understand why the Declaration of Independence is important to our country. 3. Understand the conflict of the Civil War. 4. Understand how science and technology have improved our lives. |
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| Topic 1: Historical Events | Length: 3 weeks |
| Standard(s): I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. | Academic Vocabulary: Native American, settler, Pilgrim, pioneer, slavery |
| Lesson Frame: Early Americans | I can: describe the ways that Native Americans helped the Pilgrims and settlers. |
| Lesson Frame: Moving West | I can: compare and contrast the travel of the pioneers with travel today. |
| Lesson Frame: Civil War | I can: use a graphic organizer to show the comparison of events related to the Civil War. |
| Performance Tasks: Graphic Organizers Completion of Rubric | Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos |
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| Topic 2: Artifacts, Symbols, and Documents from History | Length: 3 weeks |
| Standard(s): I can recognize the important artifacts, symbols and documents from history. | Academic Vocabulary: President, Declaration of Independence |
| Lesson Frame: 13 Colonies | I can: show the location of the original 13 colonies on a map of the United States. |
| Lesson Frame: Fighting for Freedom | I can: retell the events that lead up to the formation of the United States. |
| Lesson Frame: Historical People | I can: participate in a discussion of famous historical people that impacted the United States. |

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| Performance Tasks: Map of the original 13 colonies Timeline of events leading up to the formation of the United States Completion of rubric | Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos |
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| Topic 3: Science and Technology | Length: 2 weeks |
| Standard(s): I can identify how science and technology affects our lives. | Academic Vocabulary: past, transportation, communication |
| Lesson Frame: Life Long Ago | I can: complete a graphic organizer comparing and contrasting life long ago and today. |
| Lesson Frame: Getting Around | I can: complete a graphic organizer comparing and contrasting travel long ago and today. |
| Lesson Frame: Staying in Touch | I can: complete a graphic organizer comparing and contrasting communication long ago and today. |
| Performance Tasks: Complete graphic organizers Completion of rubric | Notes: Activities may vary depending on individual needs various videos |

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| Unit Name: Community and Culture | Length: One Quarter |
| Standards: I can collaborate with my neighbor. I can list groups to which people belong. I can explain how groups of people are alike and different. I can describe individual characteristics of myself and others. I can explain aspects of culture. | Outcomes: We belong to a variety of groups and live within different types of communities. |
| Essential Questions: How do we live together? | Learning Targets: 1. Students will understand that we belong to a various groups and that those groups have rules to help us get along. 2. Students will understand that we all belong to communities. The people of the community vote on the laws. 3. Students will understand that there are different kinds of communities (urban, suburban, rural, international) and how they are different from each other. 4. Students will understand that special ways of doing things make up customs, traditions and cultures. |
| Topic 1: At Home and School | Length: 2 weeks |
| Standard(s): I can list groups to which people belong. | Academic Vocabulary: vote, rules |
| Lesson Frame: We Belong to Families | I can show the people in my family. |
| Lesson Frame: Family Rules | I can share rules that my family follows at home. |
| Lesson Frame: Getting Along at School | I can explain a school rule and why it is important. |
| Performance Tasks: Timeline Completion of Rubric | Notes: Activities may vary depending on individual needs. |
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| Topic 2: Living in a Community | Length: 2 weeks |
| Standard(s): I can collaborate with my neighbor. | Academic Vocabulary: community, citizen, law, neighbor |
| Lesson Frame: What is a Community? | I can tell what citizens do within their community. |
| Lesson Frame: Getting Along in a Community | I can explain why we have laws. I can tell how I get along with my neighbors. |
| Performance Tasks: Graphic organizer showing the details of a community that gets along Completion of Rubric | Notes: Activities may vary depending on individual needs. Literature to enhance topics |

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| Topic 3: Different Types of Communities | Length: 2 weeks |
| Standard(s): I can explain how groups of people are alike and different. | Academic Vocabulary: urban, suburban, rural, international |
| Lesson Frame: Urban Communities | I can list some of the items found in an urban community. |
| Lesson Frame: Suburban Communities | I can list some of the items found in a suburban community. |
| Lesson Frame: Rural Communities | I can list some of the items found in a rural community. |
| Lesson Frame: International Communities | I can participate in the discussion of the communities around the world. |
| Performance Tasks: Participate in the construction of a community mural Completion of Rubric | Notes: Activities may vary depending on individual needs. Literature to enhance topics |
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| Topic 4: Culture | Length: 2 weeks |
| Standard(s): I can describe individual characteristics of myself and others. I can explain aspects of culture. | Academic Vocabulary: culture, custom, tradition, gender, race |
| Lesson Frame: Customs and Traditions | I can tell the difference between a custom and a tradition. |
| Lesson Frame: Sharing Cultures | I can share an individual family culture. |
| Lesson Frame: Individual Characteristics | I can list individual characteristics of people -self and others. |
| Performance Tasks: Orally present family culture Develop a list of my own characteristics Completion of rubric | Notes: Activities may vary depending on individual needs. Literature to enhance topics |

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| Unit Name: Economics and Citizenship | Length: One quarter |
| Standards: I can differentiate between wants, needs, goods, service, producers and consumers. I can define economic language. I can describe the characteristics of a positive citizen. I can differentiate between the three branches of government. I can explain the role of government. | Outcomes: There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country. |
| Essential Questions: How do we get the things we need and want? Why do we need government? | Learning Targets: 1. Students will understand the difference between needs and wants. 2. Students will understand the goods and services offered in communities. 3. Students will understand the sequence from producer to consumer. |
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| Topic 1: Want and Needs | Length: 2 weeks |
| Standard(s): I can differentiate between wants, needs, goods, service, producers and consumers. | Academic Vocabulary: needs, shelters, wants, save, producer, consumer |
| Lesson Frame: What are needs and wants? | I can list some of my needs and wants. |
| Lesson Frame: What are goods and services? | I can list some goods and services within my community. |
| Lesson Frame: What are producers and consumers? | I can sequence the events from producer to consumer. |
| Performance Tasks: Lists Completion of rubric | Notes: activities may vary depending on individual needs |
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| Topic 2: Economic Language | Length: 2 weeks |
| Standard(s): I can define economic language. | Academic Vocabulary: service, tax, goods, factory, trade |
| Lesson Frame: Services | I can list service workers in my community. I can explain how service workers are paid with tax money. |
| Lesson Frame: Goods and Trade | I can explain how we receive the goods that we want and need. I can explain how a fair trade takes place. |
| Performance Tasks: List of service workers completion of rubric | Notes: activities may vary depending on individual needs |

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| Topic 3: Citizenship | Length: 2 weeks |
| Standard(s): I can describe the characteristics of a positive citizen. | Academic Vocabulary: volunteer, responsibilities |
| Lesson Frame: Volunteer Workers | I can describe ways that I can volunteer. |
| Lesson Frame: Being Honest | I can explain how being honest makes me a positive citizen. |
| Lesson Frame: Respecting Nature | I can demonstrate how treating nature with respect is being a positive citizen. |
| Lesson Frame: Cooperating | I can describe ways that show cooperation helps accomplish goals. |
| Performance Tasks: Design a brochure on ways to be a positive citizen Completion of rubric | Notes: activities may vary depending on individual needs |
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| Topic 4: Government | Length: 2 weeks |
| Standard(s): I can differentiate between the three branches of government. I can explain the role of government. | Academic Vocabulary: government, Constitution, election, judge, congress, court, Supreme Court |
| Lesson Frame: Our Government | I can explain how government help people. |
| Lesson Frame: Our Constitution | I can explain the three important things that our constitution says. |
| Lesson Frame: Citizens Rule; Elections | I can demonstrate how elections work. |
| Lesson Frame: Three Part of Government | I can name the three parts of government and describe their duties. |
| Performance Tasks: graphic organizer for the three parts of government completion of rubric | Notes: videos and literature related to content activities may vary depending on individual needs |

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| Course Name: | Third Grade Social Studies | | |
| Description: | General Education 3rd Grade Social Studies Curriculum | | |
| Academic Standards: | NCSS | | |
| Units: | Unit Length: | Unit Standards | Unit Outcomes: |
| Communities and Geography | 1 Quarter | <p>I can describe a community.</p> <p>I can collaborate with a community member.</p> <p>I can identify places on a map.</p> <p>I can identify geography and make global connections.</p> | Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people. |
| Communities Change | 1 Quarter | <p>I can tell how key historical events have influenced the present.</p> <p>I can explain how key historical events relate to me.</p> <p>I can explain civic concepts.</p> <p>I can demonstrate how science and technology affects our lives.</p> | Students will compare how communities from long ago are different than today and reasons different communities began. |
| Many Cultures, One Country | 1 Quarter | <p>I can list people and groups that have led to my development.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society.</p> <p>I can explain explain aspects of culture.</p> <p>I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems.</p> | Students understand that the United States is combination of many cultures that spread their customs and traditions. |
| Economics and Government | 1 Quarter | <p>I can define economic language.</p> <p>I can describe how financial decisions are made by individuals and institutions.</p> <p>I can describe the roles of the three branches of government.</p> | Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power. |

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| Unit Name: Communities and Geography | Length: 1 Quarter (9 weeks) |
| Standards: I can describe a community. I can collaborate with a community member. I can identify places on a map. I can identify geography and make global connections. | Outcomes: Students will understand how people live, work and play in communities. They will be able to describe how people in communities help each other and compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives and recognize the importance of water as a resource and the effects of weather on people. |
| Essential Questions: How does where you live affect how you live? | Learning Targets: Students will understand people live, work and play in communities. Students will describe how people in communities help each other. Students will compare the features and characteristics of urban, suburban, and rural communities. Students will discuss how landforms affect people's lives. Students will recognize the importance of water as a resource. Students will discuss the effects of weather on people. |
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| Topic 1: What is a Community? | Length: 2 weeks |
| Standard(s): I can describe a community. | Academic Vocabulary: community, geography, capital |
| Lesson Frame: Think About Communities | I can describe communities. |
| Lesson Frame: Work and Play | I can identify different jobs people have in communities. |
| Lesson Frame: Helping Hands | I can list ways community members help each other. |
| Performance Tasks: Webs and Charts Completion of Rubric | Notes: |
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| Topic 2: Communities Big and Small | Length: 2 weeks |
| Standard(s): I can collaborate with a community member. | Academic Vocabulary: Urban, Suburb, Rural |
| Lesson Frame: A Look at Cities | I can compare communities. |
| Lesson Frame: Near and Far | I can compare communities. |
| Lesson Frame: Getting Around | I can describe how people travel in communities. |
| Performance Tasks: Graphic Organizer Completion of Rubric | Notes: |

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| Topic 3: Our Country's Geography | Length: 2 weeks |
| Standard(s): I can identify places on a map. | Academic Vocabulary: landform, adapt, region, plain, plateau, natural resource |
| Lesson Frame: Land and People | I can tell how geography affects people. |
| Lesson Frame: Types of Land | I can regions and landforms. |
| Lesson Frame: Water All Around Us/ Affects of Weather | I can discuss how Earth's water and weather affect people. |
| Performance Tasks: Graphic Organizer Completion of Rubric | Notes: |
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| Topic 4: Map and Globe Skills | Length: 2 weeks |
| Standard(s): I can identify geography and make global connections. | Academic Vocabulary: cardinal directions, intermediate directions, map scale, line graph, flow chart |
| Lesson Frame: Use Intermediate Directions | I can identify locations using distance, maps, map key, and intermediate directions. |
| Lesson Frame: Use map Scale | I can identify locations using distance, maps, map key, and intermediate directions. |
| Lesson Frame: Mapping my Community | I can create a map of my community. |
| Lesson Frame: Charts and Graphs | I can use charts, maps, and graphs to interpret data and answer questions. |
| Performance Tasks: Community Map, Chart and Graph Rubric | Notes: |

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| Unit Name: Communities Change | Length: 1 Quarter (9 weeks) |
| Standards: I can tell how key historical events have influenced the present. I can explain how key historical events relate to me. I can explain civic concepts. I can demonstrate how science and technology affects our lives. | Outcomes: Students will compare how communities from long ago are different than today and reasons different communities began. |
| Essential Questions: How do communities change over time? | Learning Targets: Students will identify the changes caused by European settlement at Jamestown. Students will discuss the first European communities in North America. Students will understand that the colonists fought to win their freedom. Students will discuss how the country grew as people moved to the West. Students will understand why people moved to cities. Students will discuss the importance of the transcontinental railroad. Students will identify the economic impact of the assembly line. |
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| Topic 1: First Communities | Length: 2 weeks |
| Standard(s): I can tell how key historical events have influenced the present. | Academic Vocabulary: culture, barter, artifact, settler, slavery |
| Lesson Frame: Cahokia | I can discuss Cahokia and their daily life. |
| Lesson Frame: Powhatan's Villages | I can tell how Native Americans used resources. |
| Lesson Frame: New Arrivals | I can describe how the English settled Jamestown. |
| Lesson Frame: Here to Stay | I can list types of work for early settlers. |
| Performance Tasks: Timeline Sequence of events completion of rubric | Notes: |
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| Topic 2: A New Country | Length: 2 weeks |
| Standard(s): I can tell how key historical events have influenced the present. | Academic Vocabulary: colony, tax, revolution, Patriot, constitution |
| Lesson Frame: Communities Grow | I can describe the colony of Jamestown. |
| Lesson Frame: Boston, A Colonial City | I can describe life/conflict in colonial Boston. |
| Lesson Frame: Taking Action/After the War | I can talk about the cause and events that led to the Revolutionary War. |
| Performance Tasks: Timeline Sequence of events completion of rubric | Notes: |

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| Topic 3: Moving West | Length: 2 weeks |
| Standard(s): I can tell how key historical events have influenced the present. | Academic Vocabulary: explorer, frontier, pioneer, territory |
| Lesson Frame: Looking West | I can tell the reasons why colonists move west. |
| Lesson Frame: Across the Continent | I can describe explorer's movement west. |
| Lesson Frame: Trails to the West | I can describe hardships pioneers faced. |
| Performance Tasks: Timeline Sequence of events completion of rubric | Notes: |
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| Topic 4: Communities Become Cities | Length: 1 week |
| Standard: I can explain how key historical events relate to me. I can explain civic concepts. | Academic Vocabulary: industry, immigrant, migration, discrimination |
| Lesson Frame: From Town to City | I can describe how industry affects settlement. |
| Lesson Frame: Coming to the United States | I can describe how immigrants affect communities. |
| Lesson Frame: A New Start | I can define migration, immigration and discrimination. |
| Performance Tasks: Timeline Sequence of events completion of rubric | Notes: |
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| Topic 5: Daily Life Changes | Length: 1 week |
| Standard(s): I can demonstrate how science and technology affects our lives. | Academic Vocabulary: transcontinental, skyscraper, elevator, manufacture, assembly line |
| Lesson Frame: Traveling Made Easier | I can describe how the railroad made travel easier. |
| Lesson Frame: New Ways of Doing Things | I can talk about how inventions change communities. |
| Lesson Frame: More ways to get around | I can describe how the assembly line affected transportation. |
| Performance Tasks: Written response Completion of rubric | Notes: |

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| Unit Name: Many Cultures, One Country | Length: 1 Quarter (9 weeks) |
| Standards: I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation. I can differentiate how multiculturalism can add to the unity and diversity of society. I can explain aspects of culture. I can explain how beliefs, values, and behaviors of a group of people help meet group needs and solve problems. | Outcomes: Students understand that the United States is combination of many cultures that spread their customs and traditions. |
| Essential Questions: How do people change communities? | Learning Targets: Students will recognize that immigrants bring customs to America. Students will understand that immigrants often face challenges. Students will identify how immigrants' customs become part of a culture. Students will discuss how people bring their cultures with them to new lands. Students will discuss how storytelling is a way of sharing culture. Students will understand that what people celebrate is important to them. |
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| Topic 1: Land of Immigrants | Length: 2 weeks |
| Standard(s): I can list people and groups that have led to my development. I can explore how membership in more than one group may cause conflict or cooperation. | Academic Vocabulary: custom, heritage, generation |
| Lesson Frame: Coming to the United States | I can share why immigrants moved to the United States. |
| Lesson Frame: Growth and Change | I can describe how immigrants share their customs. |
| Lesson Frame: Starting a New Life | I can list challenges immigrants faced. |
| Lesson Frame: Learning New Customs | I can summarize why immigrants stick together. |
| Performance Tasks: graphic organizer completion of rubric | Notes: |
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| Topic 2: All About Culture | Length: 2 weeks |
| Standard(s): I can differentiate how multiculturalism can add to the unity and diversity of society. | Academic Vocabulary: ethnic groups, diverse, architecture |
| Lesson Frame: Land of Many Cultures | I can describe why the United States has a diverse culture. |
| Lesson Frame: Painting and Architecture | I can share ideas that are borrowed from other cultures. |
| Lesson Frame: Music, Sports and Dance | I can discuss how music, sports and dance are part of American culture. |
| Performance Tasks: Culture Poster | Notes: |
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| Topic 3: Sharing Culture through Stories | Length: 2 weeks |

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| Standard(s): I can explain explain aspects of culture. | Academic Vocabulary: hero, value |
| Lesson Frame: Telling Stories | I can share the importance of storytelling to a culture. |
| Lesson Frame: Myths and Fables | I can compare myths and fables. |
| Lesson Frame: American Tales and Legends | I can give an example of a tale and a legend and explain their lesson. |
| Performance Tasks: | Notes: |
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| Topic 4: Celebrations | Length: 2 weeks |
| Standard(s): I can explain how beliefs, values, and behaviors of a people help meet group needs and solve problems. | Academic Vocabulary: holiday, tradition, ancestor |
| Lesson Frame: Celebrating Communities | I can state reasons why people have celebrations. |
| Lesson Frame: Celebrating Heritage | I can connect holidays to events in history. |
| Lesson Frame: Festivals | I can describes festivals from multiple cultures. |
| Performance Tasks: Completion of rubric | Notes: |
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| End of Unit Performance task: Performance Tasks: Completion of rubric Poster for a holiday/celebration Culture and Communities Foldable | |

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| Unit Name: Economics and Government | Length: 1 Quarter (9 weeks) |
| Standards: I can define economic language. I can describe how financial decisions are made by individuals and institutions. I can describe the roles of the three branches of government. | Outcomes: Students understand people use money and selling of goods to meet needs. The success of this depends on consumers and demand. Also, governments have different branches to ensure fairness and make sure one person does not have all the power. |
| Essential Questions: How do people in their community meet their needs? Why do communities need government? | Learning Targets: Students will understand that people do different jobs to earn money to pay for needs and wants. Students will understand that a budget helps people manage their money. Students will explain how supply and demand affect the price of the crop. Students will understand how farmers use resources to grow crops. Students will understand that many factories were built to make goods. Students will understand the three branches of government. Students will understand that states also have three branches of government. Students will understand that communities have a government led by a mayor and council. |
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| Topic 1: Businesses in the Community | Length: 1 week |
| Standard(s): I can define economic language. | Academic Vocabulary: employee, economy, profit, producer, consumer |
| Lesson Frame: Ways People Earn Money | I can: define the words employee, producer and consumer |
| Lesson Frame: Business and the Community | I can: share why people use money and how currency has changed over time |
| Performance Tasks: graphic organizer completion of rubric | Notes: |
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| Topic 2: Making Money Choices | Length: 1 week |
| Standard(s): I can describe how financial decisions are made by individuals and institutions. | Academic Vocabulary: budget, income, expense |
| Lesson Frame: Managing Money | I can consider choices different groups of people need to make for a budget. |
| Lesson Frame: Making a Budget | I can consider choices I would make for a budget. |
| Performance task: Mock Budget | Notes: |
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| Topic 3: Farm Communities | Length: 2 weeks |
| Standard(s): I can define economic language. | Academic Vocabulary: demand, supply, scarcity |
| Lesson Frame: The Business of Farming | I can share the resources farmers need to succeed. |
| Lesson Frame: Farms and Products | I can explain why certain farm products come from different regions. |

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| Lesson Frame: Buying and Selling | I can define scarcity, supply, and demand. |
| Performance Tasks: graphic organizer completion of rubric | |
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| Topic 4: Making Goods | Length: 1 week |
| Standard(s): I can define economic language. | Academic Vocabulary: import, export |
| Lesson Frame: A Faster Way: Manufacturing | I can discuss how manufacturing affects communities. |
| Lesson Frame: Products and Goods | I can name manufactured goods and give an example of how they move around the world. |
| Performance Tasks: Writing task completion of rubric | Notes: |
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| Topic 5: Government | Length: 3 weeks |
| Standard(s): I can describe the roles of the three branches of government. | Academic Vocabulary: executive, legislative, judicial, governor, mayor, council |
| Lesson Frame: National Government; Protecting Rights, Sharing Power | I can name and describe the job of the three branches of government. |
| Lesson Frame: State Government; Three Branches, Paying for Services/Helping Citizens | I can share how national and state government are alike. |
| Lesson Frame: Local Government; Cities and Towns, Government in Action | I can compare local, state, and national government. |
| Performance Tasks: Govt. foldable completion of rubric | Notes: |
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| Course Name: | Fourth Grade Social Studies | | |
| Description: | Students will learn about Wisconsin History, American Revolution, and the United States Regions. | | |
| Academic Standards: | National Curriculum Standards for Social Studies (NCSS) | | |
| Units: | Unit Length: | Unit Standards: | Unit Outcomes: |
| Wisconsin | 14 class periods | <p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives. |
| American Revolution | 20 class periods | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> | Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War. |
| States & Regions | 40 class periods | <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> | Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life. |

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| Unit Name: Wisconsin | Length: 20 class periods |
| <p>Standards:</p> <p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | <p>Outcomes:</p> <p>Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.</p> |
| <p>Essential Questions:</p> <p>How did early groups of people contribute to the development of WI?</p> <p>How does government play a role in our lives?</p> | <p>Learning Targets:</p> <p>Students will identify the Native Americans and their contributions to WI becoming a state.</p> <p>Students will identify the explorers and their contributions to WI becoming a state.</p> <p>Students will identify the immigrant groups and their contributions to WI.</p> <p>Students will explain the key components to the branches of government.</p> <p>Students will describe how government works.</p> |
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| Topic 1: WI History | Length: 14 class periods |
| <p>Standard(s):</p> <p>I can explain key historical events</p> <p>I can analyze primary and secondary sources from history (point of view)</p> <p>I can identify how groups of people and government can help or hurt the common good</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups</p> <p>I can relate migration and settlement to cultural changes</p> | <p>Academic Vocabulary:</p> <p>Paleo People</p> <p>Archaic People</p> <p>Mound Builders</p> <p>explorers</p> <p>voyageurs</p> <p>heritage</p> |
| Lesson Frame: Native Americans | <p>I can compare and contrast the Native American peoples.</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain conflicts between the Native American peoples.</p> |
| Lesson Frame: Explorers | <p>I can explain key historical events (migration of explorers into Native American territory, French & Indian War, etc).</p> <p>I can identify and describe the explorers who came to WI (Brule, Nicolet, Joliet, Marquette).</p> <p>I can explain the cause and effects of French and Indian War.</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain conflicts between the Native American peoples and the explorers.</p> |

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| Lesson Frame: Immigrants | <p>I can explain key historical events (Ellis Island, journey across the Atlantic, etc.).</p> <p>I can identify the groups of people who immigrated to WI (Norwegian, German, etc.).</p> <p>I can describe the contributions of immigrants (Norwegian, German, etc.).</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain migration of immigrants from the East to WI.</p> <p>I can describe the cultural changes immigrants experienced.</p> |
| Performance Tasks: Written Assessment | Notes: |
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| Topic 2: Government | Length: 6 class periods |
| <p>Standard(s):</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | <p>Academic Vocabulary:</p> <p>executive branch</p> <p>legislative branch</p> <p>judicial branch</p> <p>political parties</p> <p>representatives</p> <p>vetoes</p> |
| Lesson Frame: State and Local Government | <p>I can explain civic concepts (rules, laws, citizenship, etc.).</p> <p>I can describe the roles of the local government (mayor, council, etc.).</p> <p>I can describe the roles of the state government (governor, senator, representatives, etc.).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p> |
| Lesson Frame: National Government | <p>I can explain civic concepts (rules, laws, citizenship, bills, etc.).</p> <p>I can describe the roles of the national government (president, vice president, legislators, Supreme Court, Senate).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p> |
| Performance Tasks: Written Assessment | Notes: |

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| Unit Name: American Revolution | Length: 20 class periods |
| <p>Standards:</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> | <p>Outcomes:</p> <p>Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.</p> |
| <p>Essential Questions:</p> <p>What impact did the American Revolution have on the United States?</p> <p>How did the American Revolution shape our society?</p> | <p>Learning Targets:</p> <p>Students will explain the Acts that led to the American Revolution.</p> <p>Students will describe the Boston Massacre and Tea Party.</p> <p>Students will explain the purpose of the Continental Congress.</p> <p>Students will describe the battles that occurred throughout the American Revolution.</p> <p>Students will explain how the American Revolution ended and the after effects.</p> |
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| Topic 1: Pre American Revolution | Length: 6 class periods |
| <p>Standard(s):</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> | <p>Academic Vocabulary:</p> <p>act</p> <p>intolerable</p> <p>proclamation</p> <p>massacre</p> <p>Sons of Liberty</p> <p>revolution</p> |
| Lesson Frame: Acts | <p>I can describe tensions and conflicts between individuals and groups.</p> <p>I can explain the different Acts (Stamp, Tea, Quartering, etc.).</p> <p>I can identify how groups of people and government can help/hurt the common good (conflict between the Patriots and the Loyalists).</p> <p>I can explain key historical events (passing of the different Acts).</p> <p>I can explain how historical events influenced society (changes in way of life for the people once Acts were passed).</p> <p>I can analyze primary and secondary sources.</p> |
| Lesson Frame: Boston Massacre/Tea Party | <p>I can describe tensions and conflicts between individuals and groups (Loyalists, Patriots).</p> <p>I can identify how groups of people and government can help/hurt the common good.</p> <p>I can explain how Loyalists and Patriots believed differently and what their beliefs are.</p> <p>I can explain key historical events (Boston Massacre, Boston Tea Party).</p> <p>I can explain why Boston Massacre and Tea Party were important to the start of the American Revolution.</p> <p>I can analyze primary and secondary sources.</p> |

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| Performance Tasks: Create poster/pamphlet | Notes: |
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| Topic 2: American Revolution | Length: 10 class periods |
| Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view). | Academic Vocabulary: Continental Congress Loyalists Patriots |
| Lesson Frame: Congresses/Paul Revere | I can describe tensions and conflicts between individuals and groups (Continental Congresses, Loyalists, Patriots). I can identify how Paul Revere's Ride and Patrick Henry's speech ignited the conflict. I can explain key historical events (First Continental Congress, Paul Revere's Ride, etc). I can analyze primary and secondary sources. |
| Lesson Frame: Battles | I can describe tensions and conflicts between individuals and groups (battles - Lexington, Concord, Bunker Hill, Crossing the Delaware, etc.). I can identify how groups of people and government can help/hurt the common good (disagreements led to battles). I can explain key historical events (battles, congresses, etc.). I can explain how historical events/people influenced society (George Washington, Congresses, battles). I can analyze primary and secondary sources. |
| Performance Tasks: Create a Timeline Written Assessment | Notes: |
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| Topic 3: Post American Revolution | Length: 4 class periods |
| Standard(s): I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view). | Academic Vocabulary: Constitution Treaty |
| Lesson Frame: Treaties/Constitution | I can identify how groups of people and government can help/hurt the common good (effects of the American Revolution, changes in government, etc.). I can explain key historical events (writing of the Constitution, Paris Peace Treaty, etc.). I can explain how historical events influenced society (Constitution, Paris Peace Treaty, etc.). I can analyze primary and secondary sources. |
| Lesson Frame: Changes | I can explain how new government was created. I can describe the key aspects/changes of life after the American Revolution. |

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| Performance Tasks: Written Assessment | Notes: |
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| Unit Name: States & Regions | Length: 40 class periods |
| <p>Standards:</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> | <p>Outcomes:</p> <p>Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.</p> |
| <p>Essential Questions:</p> <p>How does the geography of the United States affect its economy?</p> <p>How does the geography of the United States affects its lifestyles?</p> <p>How do the cultures of the United States affect its lifestyles?</p> | <p>Learning Targets:</p> <p>Students will identify the five regions in the United States, including their states and capitals.</p> <p>Students will identify the major geographic features within the United States.</p> <p>Students will describe the major economies found in each region.</p> <p>Students will describe the different cultures found in each region.</p> <p>Students will explain how geography relates to the economy of each region.</p> <p>Students will explain how cultures influence people's lifestyles.</p> |
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| Topic 1: The Northeast | Length: 8 class periods |
| <p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> | <p>Academic Vocabulary:</p> <p>map scale</p> <p>megalopolis</p> |
| Lesson Frame: Geography | <p>I can create/label a map of the NE.</p> <p>I can explain how physical features affect the NE.</p> <p>I can use graphic organizers to interpret data.</p> |
| Lesson Frame: Economy | <p>I can explain how natural resources affect the NE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p> |

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| Lesson Frame: People | <p>I can explain aspects of culture in the NE.</p> <p>I can explain how NE culture unifies its citizens.</p> <p>I can identify global connections to the NE.</p> <p>I can identify a historical event that influenced the NE.</p> |
| <p>Performance Tasks:</p> <p>Create a map</p> <p>Written assessment</p> | Notes: |
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| Topic 2: The Southeast | Length: 8 class periods |
| <p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> | <p>Academic Vocabulary:</p> <p>peninsula</p> <p>levee</p> <p>renewable resource</p> <p>nonrenewable resource</p> <p>refinery</p> <p>segregation</p> |
| Lesson Frame: Geography | <p>I can create/label a map of the SE.</p> <p>I can explain how physical features affect the SE.</p> <p>I can use graphic organizers to interpret data.</p> |
| Lesson Frame: Economy | <p>I can explain how natural resources affect the SE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p> |
| Lesson Frame: People | <p>I can explain aspects of culture in the SE.</p> <p>I can explain how SE culture unifies its citizens.</p> <p>I can identify global connections to the SE.</p> <p>I can identify a historical event that influenced the SE.</p> |
| <p>Performance Tasks:</p> <p>Create a map</p> <p>Written assessment</p> | Notes: |
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| Topic 3: The Midwest | Length: 8 class periods |

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| <p>Standard(s): I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens.</p> | <p>Academic Vocabulary: agribusiness assembly line mass production descendants migration</p> |
| <p>Lesson Frame: Geography</p> | <p>I can create/label a map of the Midwest. I can explain how physical features affect the Midwest. I can use graphic organizers to interpret data.</p> |
| <p>Lesson Frame: Economy</p> | <p>I can explain how natural resources affect the Midwest. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.</p> |
| <p>Lesson Frame: People</p> | <p>I can explain aspects of culture in the Midwest. I can explain how Midwest culture unifies its citizens. I can identify global connections to the Midwest. I can identify a historical event that influenced the Midwest.</p> |
| <p>Performance Tasks: Create a map Written assessment</p> | <p>Notes:</p> |
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| <p>Topic 4: The Southwest</p> | <p>Length: 8 class periods</p> |
| <p>Standard(s): I can explain how natural resources and physical features affect societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens.</p> | <p>Academic Vocabulary: mesa butte aquifer drought irrigation kerosene adobe pueblo</p> |

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| Lesson Frame: Geography | <p>I can create/label a map of the SW.</p> <p>I can explain how physical features affect the SW.</p> <p>I can use graphic organizers to interpret data.</p> |
| Lesson Frame: Economy | <p>I can explain how natural resources affect the SW.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p> |
| Lesson Frame: People | <p>I can explain aspects of culture in the SW.</p> <p>I can explain how SW culture unifies its citizens.</p> <p>I can identify global connections to the SW.</p> <p>I can identify a historical event that influenced the SW.</p> |
| Performance Tasks: Create a map Written assessment | Notes: |
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| Topic 5: The West | Length: 8 class periods |
| <p>Standard(s):</p> <p>I can explain how natural resources and physical affect features societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p> | <p>Academic Vocabulary:</p> <p>geyser</p> <p>telecommunications</p> <p>conservationist</p> |
| Lesson Frame: Geography | <p>I can create/label a map of the W.</p> <p>I can explain how physical features affect the W.</p> <p>I can use graphic organizers to interpret data.</p> |
| Lesson Frame: Economy | <p>I can explain how natural resources affect the W.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p> |
| Lesson Frame: People | <p>I can explain aspects of culture in the W.</p> <p>I can explain how W culture unifies its citizens.</p> <p>I can identify global connections to the W.</p> <p>I can identify a historical event that influenced the W.</p> |
| Performance Tasks: Create a map Written assessment | Notes: |

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| Course Name: | | 5th Grade Social Studies | |
| Description: | An in depth overview of US History | | |
| Academic Standards: | National Curriculum Standards for Social Studies (NCSS) | | |
| Units: | Unit Length: | | |
| Settling the Americas | 1 Quarter - 20 class periods | <p>I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can define economic language I can describe how different cultures have unified United States citizens.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources.</p> <p>I can identify how economic activity affect people's behavior.</p> | <p>Unit Outcomes:</p> <p>During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.</p> <p>During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p> |
| A New Nation | 1 Quarter - 20 class periods | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can explain how historical events have influenced the United States.</p> | <p>During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p> |
| Slavery & Westward Expansion | 1 Quarter - 20 class periods | <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can analyze civic concepts and ideals I can explain how natural resources and physical features have affected settlement in the United States.</p> <p>I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources .</p> <p>I can identify how economic activity affect people's behavior I can use charts, maps, and graphs to interpret data and answer questions .</p> <p>I can analyze primary and secondary sources from history (point of view).</p> | <p>During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p> |

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| A New Century & Current Events | 1 Quarter - 20 class periods | <p>I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good.</p> <p>I can explain how historical events have influenced the United States.</p> <p>I can demonstrate how science and technology positively or negatively affect society.</p> <p>I can describe how multiculturalism has divided and united the people of the United States.</p> <p>I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> | <p>During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p> |
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| <p>Unit Name: Settling the Americas- Native Americans- American Revolution</p> <p>Standards: I can explain how natural resources and physical features have affected settlement in the United States. I can define economic language. I can describe how different cultures have unified United States citizens. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.</p> <p>Essential Questions: How does the exploration and colonization of US influence our daily life today? How does the geography of the US affects its economy? How do people adapt to where they live?</p> | <p>Length: 1 quarter- approx. 20 class periods</p> <p>Outcomes: During this unit, students will explore and develop an understanding of the Early Settlers including Native Americans and Explorers and Colonial Life. Students will identify the effects of settlement and exploration in the US and explain what influenced the development of the economy. They will also explore the hardships and developments during colonial times and understand how the colonies were separated.</p> <p>Learning Targets: Students will create a map identifying the different US regions. Students will explain the economic influences during colonial times. Students will identify explorers and their cultural impact. Students will explain the rules of colonial government.</p> |
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| <p>Topic 1: Native Peoples of North America</p> <p>Standard(s): I can explain how natural resources and physical features have affected settlement in the United States. I can define economic language.</p> <p>Lesson Frame: US History introduction</p> <p>Lesson Frame: US Regions & Native Peoples</p> | <p>Length:5 class periods</p> <p>Academic Vocabulary: economy, supply & demand, artifact, culture, census, climate, adobe, slash and burn</p> <p>I can define economic language (such as supply and demand). I can explain the purpose of a census. I can explain how natural resources and physical features have affected settlement in the United States. I can identify and describe key characteristics of Native Peoples. I can identify and define the regions of the US.</p> |
| <p>Performance Tasks: Museum Artifact Project US Regions map/drawing (rubric)</p> | <p>Notes: Review group projects, expectations, rubrics, and group participation</p> |
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| <p>Topic 2: Exploration of America</p> <p>Standard(s): I can describe how different cultures have unified United States citizens. Lesson Frame: Spanish Exploration</p> <p>Lesson Frame: European Exploration (French & English)</p> | <p>Length:5 class periods</p> <p>Academic Vocabulary:barter, merchant, navigation, latitude, longitude, expedition, conquistador, missionary, Northwest Passage, import/export, voyageur</p> <p>I can explain the rules and purpose of exploration. I can analyze the Spanish culture and the impact of the Spanish culture on US. I can explain the effect Spanish Explorers had on the Native American empire.</p> |
| <p>Lesson Frame: European Exploration (French & English)</p> | <p>I can explain how the search for the Northwest Passage affected people. I can analyze France's relationship with Native Americans and how that impacted colonization. I can identify the challenges English settlers faced.</p> |

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| Performance Tasks: Written Assessment | Notes: |
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| Topic 3: Colonial America Standard(s): I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior. | Length: 10 class periods Academic Vocabulary: common, plantation, apprentice, Great Awakening, slave codes, triangular trade, Middle Passage, industry |
| Lesson Frame: Colonial Regions | I can identify and create a map explaining the key characteristics of the 3 different sections of colonies. I can compare and contrast the different colonies. |
| Lesson Frame: Colonial Life | I can analyze how values shaped colonial life. I can explain why there was a need for slavery. |
| Lesson Frame: Colonial Economy & Government | I can explain and identify the economic needs that affected colonial life. I can define what influenced the development of colonial economies. |
| Performance Tasks: Persuasive Colonial Poster Written Assessment | Notes: read historical fiction read aloud |

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| <p>Unit Name: A New Nation- American Revolution-Industrial Revolution</p> <p>Standards: I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. I can analyze primary and secondary sources from history (point of view). I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...). I can demonstrate how science and technology positively or negatively affect society. I can explain how historical events have influenced the United States.</p> <p>Essential Questions: Why do people take risks? What causes a society to grow?</p> | <p>Length: 1 quarter- approx. 20 class periods</p> <p>Outcomes: During this unit, students will build a deeper understanding of the American Revolution including the causes, the challenges, and the impact on the country after the war. Students will then learn how the US government was established, the components of government, and the effects on the economy. Students will also identify and describe the impact of the Industrial Revolution and explain the different inventions that impacted our economy during this time. Finally, students will research a US President and learn the background information, influence, and important facts about their given President.</p> <p>Learning Targets: Students will identify the key players in the American Revolution. Students will list strengths and weaknesses between the British and American Armies. Students will identify the three branches of government and their roles. Students will research a US President to learn background information, influences, and important facts. Students will explain the impact the Industrial Revolution had on the economy.</p> |
| <p>Topic 1: Struggle for North America</p> <p>Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good.</p> <p>Lesson Frame: The French</p> <p>Lesson Frame: The British</p> <p>Lesson Frame: The Revolution</p> <p>Lesson Frame: The War Ends</p> | <p>Length: 7 class periods</p> <p>Academic Vocabulary: territory, French & Indian War, Treaty of Paris, Proclamation of 1763, Stamp Act, boycott, Continental Army, Declaration of Independence, Patriot, Loyalist, Treaty of Alliance, Treaty of Paris 1783</p> <p>I can explain how France's control of the Mississippi River affected settlement. I can explain how the French and Indian War changed the colonies. I can identify what caused the colonist to unite against Great Britain. I can explain the causes of the American Revolution. I can explain the significance of the Second Continental Congress and the Declaration of Independence. I can compare and contrast the strengths and weakness of the British and American Armies. I can analyze primary and secondary sources from history. I can explain how the Patriots won the war. I can analyze the effect the Revolution had on America.</p> |

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| <p>Performance Tasks: Written Assessment</p> | <p>Notes: Build off of 4th grade writing project</p> |
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| <p>Topic 2: A New Nation and Industrial Revolution</p> | |
| <p>Standard(s): I can analyze primary and secondary sources from history (point of view). I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...) I can demonstrate how science and technology positively or negatively affect society.</p> | <p>Length: 7 class periods Academic Vocabulary: Articles of Confederation, legislature, Supreme Court, Bill of Rights, amendment, pioneer, Industrial Revolution, cotton gin, interchangeable parts, steam engine, Trail of Tears, wagon train, Gold Rush</p> |
| <p>Lesson Frame: A New Government & Constitution</p> | <p>I can analyze primary and secondary sources from history. I can identify the problems that the government faced after the Revolution. I can explain why the US Constitution is a powerful document . I can identify the three branches of government and explain the roles for each. I can explain the meaning of the ten Bill of Rights. I can explain the fundamental values of democracy.</p> |
| <p>Lesson Frame: Industrial Revolution</p> | <p>I can analyze how the expansion of the US affected North America. I can explain how the Industrial Revolution changed people's lives. I can identify the impact the Industrial Revolution had on the economy. I can analyze the impact of the new science and technologies used during the Industrial Revolution.</p> |
| <p>Performance Tasks: Constitution Project, Bill of Rights Argument paper, Written Assessment</p> | <p>Notes:</p> |
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| <p>Topic 3: US Presidents</p> | |
| <p>Standard(s): I can explain how historical events have influenced the United States I can analyze primary and secondary sources from history (point of view) I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...)</p> | <p>Length: 7 class periods Academic Vocabulary: Commander in Chief, Executive, election, campaign, inauguration, veto, White House, Washington DC, Air Force One, Vice President, Ambassador,</p> |
| <p>Lesson Frame: Presidential Expectations and History</p> | <p>I can analyze primary and secondary sources from history. I can identify the criteria needed to become a US President. I can explain the impact a President can have on the country.</p> |
| <p>Lesson Frame: Presidential Research</p> | <p>I can research a US President to learn background and historical information. I can identify the impact a US President can have on the economy and foreign relations. I can name US Presidents and verbalize the number of presidents there have been.</p> |

Performance Tasks:
President Research Project and Presentation (rubric)

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| <p>Unit Name: Slavery and Westward Expansion</p> <p>Standards: I can identify and describe examples of tensions and conflict between and within individuals and groups. I can describe how multiculturalism has divided and united the people of the United States. I can explain how historical events have influenced the United States. I can analyze civic concepts and ideals. I can explain how natural resources and physical features have affected settlement in the United States. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior. I can use charts, maps, and graphs to interpret data and answer questions. I can analyze primary and secondary sources from history (point of view).</p> <p>Essential Questions: What are some things people are willing to fight for and why are they willing to fight? How does technology change people's lives? How did Westward Expansion impact our lives today?</p> | <p>Length: 1 quarter- approx. 20 class periods</p> <p>Outcomes: During this unit, students will discuss slavery and the Civil War. Students will describe and identify the events that led up to the war, the challenges during the war, and impact on the country after the war. Students will then learn about Westward Expansion and will identify the inventions that impacted the economy and supported the expansion. Finally, students will be assigned a state to research. Students will find information about their given state such as symbols, years of statehood, government, economy, and how the state influences the country as a whole.</p> |
| | <p>Learning Targets: Students will participate in an online learning experience to explore the Underground Railroad. Students will analyze primary and secondary sources from history. Students will explain the challenges and outcomes of westward expansion (Oregon Trail, Gold Rush). Students will define the inventions that supported the westward expansion movement. Students will create maps to identify states and landforms. Students will research a state to find specific information.</p> |
| <p>Topic 1: Slavery & Civil War</p> | <p>Length: 7 class periods</p> |
| <p>Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can describe how multiculturalism has divided and united the people of the United States. I can explain how historical events have influenced the United States. I can analyze civic concepts and ideals.</p> | <p>Academic Vocabulary: slave state, free state, Missouri Compromise, abolitionists, secede, Civil War, Anaconda Plan, total war, Emancipation Proclamation, Gettysburg Address, assassination, Reconstruction, black codes, segregation, Jim Crow laws,</p> |
| <p>Lesson Frame: Slavery in US</p> | <p>I can explain how the South affected the nation's economy and politics. I can explain the reasons the nation was divided because of slavery. I can define the Underground Railroad and identify key players who supported it.</p> |
| <p>Lesson Frame: Civil War</p> | <p>I can identify the wartime challenges that divided the nation. I can list the strengths and weaknesses between the Confederate and Union Armies. I can explain the Confederate war plan. I can explain how the Civil War influenced the economy.</p> |
| <p>Lesson Frame: Reconstruction</p> | <p>I can explain how the end of the Civil War changed the US. I can explain how the South changed after the Civil War.</p> |

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| <p>Performance Tasks: Scholastic Underground Railroad Journey, Written Assessment, Union v. Confederate project</p> | <p>Notes: read historical fiction read aloud</p> |
| <p>Topic 2: Westward Expansion</p> | |
| <p>Standard(s): I can explain how natural resources and physical features have affected settlement in the United States. I can label/create a map of the United States identifying major cities, physical features, etc. using physical and digital resources. I can identify how economic activity affect people's behavior.</p> | <p>Length: 7 class periods Academic Vocabulary: transcontinental railroad, reservation, property rights, monopoly, corporation, labor union, strike, slum, commute, Spanish-American War,</p> |
| <p>Lesson Frame: Settling the West</p> | <p>I can explain how westward expansion changed the US. I can identify the key inventions that drove westward expansion.</p> |
| <p>Lesson Frame: People moving West</p> | <p>I can analyze the influence the Plains Wars had on Native Americans. I can describe the affect natural resources and physical features had on westward expansion.</p> |
| <p>Lesson Frame: Growing economy</p> | <p>I can explain how inventions influenced the economy. I can analyze how science and technology affected American life. I can explain how the population growth impacted daily life.</p> |
| <p>Lesson Frame: New Territories and States</p> | <p>I can identify how the US gained power and control to move west. I can create a map that includes states and major landforms.</p> |
| <p>Performance Tasks: Written assessments, invention brochure</p> | <p>Notes:</p> |
| <p>Topic 3: 50 States Project</p> | |
| <p>Standard(s): I can use charts, maps, and graphs to interpret data and answer questions. I can analyze primary and secondary sources from history (point of view).</p> | <p>Length: 7 class periods Academic Vocabulary: population, symbols, governor, borders, landforms, motto, attractions</p> |
| <p>Lesson Frame: Regions/Climate</p> | <p>I can create a map using physical and digital resources. I can identify the regions and key characteristics to define each region.</p> |
| <p>Lesson Frame: State Research</p> | <p>I can research a state to find information such as: symbols, statehood, borders, government, economy, attractions, and impact on the country as a whole.</p> |
| <p>Performance Tasks: Map assessment State Research project (rubric)</p> | <p>Notes: read historical fiction read aloud (Oregon Trail)</p> |

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| <p>Unit Name: A New Century & Current Events</p> <p>Standards: I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society. I can describe how multiculturalism has divided and united the people of the United States. I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...) I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>Essential Questions: How does a nation protect its freedom?</p> | <p>Length: 1 quarter- approx. 20 class periods</p> <p>Outcomes: During this unit, students will learn about and analyze the impact of several wars. The unit will begin with exploring World War I and World War II. Students will learn about the Great Depression and discuss the influence it had on our economy. Next, students will discuss the challenges and inequities of segregation. Students will then learn about the Civil Rights Act and the people influenced and supported by the Act. Finally, students will complete the unit learning about current challenges including the aftermath of 9/11, terrorism, and the influence of technology on our society.</p> <p>Learning Targets: Students will identify key players in the major wars and the causes for the wars. Students will analyze the aftermath of the wars and the impact each one on the economy. Students will discuss the inequalities of segregation and the impact of the Civil Rights Act. Students will learn about 9/11 and other terrorist attacks. Students will discuss the current challenges with technology.</p> |
| <p>Length: 7 class periods</p> | |
| <p>Topic 1: World Wars</p> <p>Standard(s): I can identify how groups of people, members of more than one group, and/or government can help or hurt the common good. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society.</p> <p>Lesson Frame: World War I</p> | <p>Academic Vocabulary: reform, League of Nations, World War I, World War II, Great Depression, suffrage, assembly line, stock, dictator, ration, concentration camp, communism, arms race, era,</p> <p>I can explain how US gained power after WWI. I can identify the key players in WWI and the reason for the war. I can define Roosevelt's Square Deal and its impact on the country.</p> |
| <p>Lesson Frame: Great Depression & Roaring 20s</p> | <p>I can identify the economic and political changes that affected American freedom. I can explain the meaning of the "Roaring 20's". I can analyze the impact of the economy crash and great drought.</p> |
| <p>Lesson Frame: World War II</p> | <p>I can identify the key players in WWII and the reason for the war. I can explain how WWII affected the US.</p> |
| <p>Lesson Frame: The Cold War</p> | <p>I can identify the key players in the Cold War and the reason for the war. I can explain how science and technology advances influenced the war.</p> |
| <p>Performance Tasks: War Slides project, propaganda posters, written assessment</p> | |
| <p>Notes:</p> | |
| <p>Length: 7 class periods</p> | |

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| <p>Standard(s): I can describe how multiculturalism has divided and united the people of the United States. I can explain the fundamental values of democracy (common good, liberty, justice, individual dignity...).</p> | <p>Academic Vocabulary: Civil Rights Act, prejudice, Voting Rights Act, ADA, Martin Luther King Jr., boycott</p> |
| <p>Lesson Frame: Segregation</p> | <p>I can explain how the fundamental values of democracy changed after the Civil Rights Act was passed. I can analyze the issues of equality and the impact it had on the US. I can compare and contrast rights for White and African American peoples. I can explain the purpose and result of the March on Washington.</p> |
| <p>Lesson Frame: March on Washington</p> | <p>I can identify the groups who fought for rights. I can analyze how the Civil Rights Acts divided and united the people of the US.</p> |
| <p>Performance Tasks: Written Assessment, Segregation project reflection paper</p> | <p>Notes: check on White Privilege website for resources</p> |
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| <p>Topic 3: Terrorism & Today</p> | |
| <p>Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explain how historical events have influenced the United States. I can demonstrate how science and technology positively or negatively affect society.</p> | <p>Length: 7 class periods Academic Vocabulary: terrorism, interdependence, North American Free Trade Agreement, global warming, hackers, ISIS, Al Qaeda, TSA, immigration, Paris agreement,</p> |
| <p>Lesson Frame: 9/11</p> | <p>I can identify the key players of 9/11 and explain what happened during the attack. I can analyze the challenges the US now faces due to 9/11.</p> |
| <p>Lesson Frame: Current Terrorism</p> | <p>I can describe the challenges of terrorism for the US and Globally.</p> |
| <p>Lesson Frame: Modern Day Challenges</p> | <p>I can identify current challenges such as technology, global warming, and over population. I can analyze ways to support current challenges.</p> |
| <p>Performance Tasks: written assessment, Current events project (rubric)</p> | <p>Notes: will need to build this up more since book stops at 2007</p> |

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| September Unit 1 | October Unit 1 | November Unit 1/Unit 2 | December Unit 2 | January Unit 2 | February Unit 3 | March Unit 3 | April Unit | May | June Unit 4 |
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