

Ganado Unified School District

(Social Studies/5th Grade)

PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>QUARTER 1: Harcourt Social Studies The United States: Make a New Nation Unit 1 Chapter 1: Lesson 1-5</p>	<p>The World in Spatial Terms</p> <p>S1C1PO 1 Interpret information from a variety of maps: a. contour b. population density c. natural resource d. historical maps</p> <p>S1C1PO 2. Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.</p> <p>S1C1PO 3. Identify the location of significant geographic features from content studied on a physical or political map.</p> <p>S1C1PO 4. Locate physical and human features (e.g., <i>gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line</i>) in the United States and world on an appropriate type of map.</p>	<ul style="list-style-type: none"> • How do I interpret information from a variety of maps? • How do I locate features in the world map using latitude and longitude? • How I identify the location of significant geographic features from physical or political map? • How do I locate physical and human features in the US and world on particular type of map? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Interpret information from a map. • Locate features on the world map using latitude and longitude. • Identify the location of significant geographic features from a physical or political map. • Locate physical or human features in the US and world map. • Identify each state on a U.S. map. • Construct charts and graphs to show geographic information. 	<ul style="list-style-type: none"> • Contour • Population Density • Natural Resource • Historical Map • Features • Continent s • Waterways • Mountain Ranges • Cities • Map • Latitude • Longitude • Geographic Features • Physical Map • Political Map • Physical Features • Human Features • Gulf • Delta • Isthmus • Strait • Bay

	<p>S1C1PO 5. Identify each state on a U.S. map.</p> <p>S1C1PO 6. Construct maps, charts, and graphs to display geographic information.</p>	<ul style="list-style-type: none"> • How do I identify each state on a U.S. map? • How do I construct charts and graphs to show geographic information? 		<ul style="list-style-type: none"> • Canyon • Cape Tree Line • State • U.S. Map • Geographic Location
<p>Harcourt Social Studies The United States: Make a New Nation Unit 1 Chapter 1: Lesson 1-5</p>	<p>Places and Regions</p> <p>S1C2PO 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:</p> <ol style="list-style-type: none"> three American colonial regions West, Midwest, Northeast, Southeast, Southwest North and South during the Civil War <p>S1C2PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.</p>	<ul style="list-style-type: none"> • How do I describe how the following regions _____ (American colonial regions; West, Midwest, Northeast, Southeast, Southwest; North and South during the Civil War) show the concept as an area with unifying human or natural regions? • How do I describe the geographic characteristics of a state in the United States with the use of maps, the internet, atlases, and other reference materials? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe how the regions (American colonial regions; West, Midwest, Northeast, Southeast, Southwest; North and South during the Civil War) show the concept of region as an area with unifying human or natural factors. • Describe the geographic characteristics of a state in the U.S. with the use of maps, the internet, atlases, and other reference materials. 	<ul style="list-style-type: none"> • Regions • Human Factors • Natural Factors • American Colonial Regions • West • Midwest • Northeast • Southeast • Southwest • Civil War • North • South • Geographic Characteristics • Internet • Atlas • Reference
<p>Harcourt Social Studies</p>	<p>Geographic Applications</p> <p>S1C6PO 1. Describe how geographic features influenced events in the past in</p>	<ul style="list-style-type: none"> • How do I describe how geographic features influenced events in the past in 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe how geographic features influenced events in the past in the Original 	<ul style="list-style-type: none"> • Geographic Features • Original Thirteen Colonies

<p>The United States: Make a New Nation Unit 1 Chapter 1: Lesson 1-5</p>	<p>the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.</p> <p>S1C6PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p> <p><i>S1C6PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</i></p>	<p>the Original Colonies, the Great Plains, the Pacific Northwest and the West?</p> <ul style="list-style-type: none"> • How do I use my geographic knowledge and skills to discuss current events? • How do I use geography concepts and skills to find solutions for local, state, or national problems? 	<p>Thirteen Colonies, Great Plains, the Pacific Northwest, and the West.</p> <ul style="list-style-type: none"> • Use geographic knowledge and skills to discuss current events. • Use geography concepts and skills to find solutions for local, state or national problems. 	<ul style="list-style-type: none"> • The Great Plains • Pacific Northwest • West • Patterns • Mapping • Graphing • Current Events • Geography Concepts • Local • State • National
<p>Harcourt Social Studies The United States: Make a New Nation Unit 1 Chapter 2: Lesson 1-5</p>	<p>Exploration and Colonization (Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.)</p> <p>S1C3PO 1. Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.</p> <p>S1C3PO 2. Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques</p>	<ul style="list-style-type: none"> • How do I recognize the Native American tribes lived throughout North America before the period of European exploration and colonization? • How do I explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot Jacques Cartier, Ponce de 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization. • Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World. • Describe interactions between Native Americans and European settlers. 	<ul style="list-style-type: none"> • Native American Tribes • European Exploration • Colonization • Samuel Champlain • Henry Hudson • John Cabot • Jacques Cartier • Ponce de Leon • Hernan De Soto • New World • Agriculture Exchanges • Cultural Exchanges

	<p>Cartier, Ponce de Leon, and Hernan de Soto in the New World.</p> <p>S1C3PO 7. Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.</p> <p>S1C3PO 8. Describe the causes and effects of triangular trade.</p>	<p>Leon, Hernan de Soto in the New World?</p> <ul style="list-style-type: none"> • How do I describe interactions and cultural exchanges between Native Americans and European settlers? • How do I describe the cause and effects of triangular trade? 	<ul style="list-style-type: none"> • Describe the causes and effects of triangular trade. 	<ul style="list-style-type: none"> • Native American Settlers • European Settlers • Triangular Trade
Newspaper Scholastic News Articles	<p>Contemporary United States</p> <p>S1C10PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>S1C10PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<ul style="list-style-type: none"> • How do I describe current events using information from class discussions and various resources? • How do I discuss connections between current and historical events and issues from content studied and various resources? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe current events using information from class discussions and various resources. • Discuss the connections between current and historical events and issues from content studied and various resources. 	<ul style="list-style-type: none"> • Current Events • Class Discussions • Resources • Newspaper • Magazines • Television • Internet • Books • Maps • Historical Events
External Resources TMR	<p>Research Skills for History</p> <p>S2CIPO 1. Use the following to interpret historical data:</p>	<ul style="list-style-type: none"> • How I do interpret historical data using timelines (B.C.E. and B.C.; C.E. and 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Interpret historical data using timelines, graphs, tables, charts, and maps. 	<ul style="list-style-type: none"> • B.C.E. • B.C. • C.E.

	<p>a. <i>timelines – B.C.E. and B.C.; C.E. and A.D.</i></p> <p>b. <i>graphs, tables, charts, and maps</i></p> <p>S2C1PO 2. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</p> <p>S2C1PO 3. Describe the difference between primary and secondary sources.</p> <p>S2C1PO 4. Locate information using both primary and secondary sources.</p> <p>S2C1PO 5. Describe how archaeological research adds to our understanding of the past.</p>	<p>A.D.), graphs, tables, charts, and maps?</p> <ul style="list-style-type: none"> • How do construct timelines of the historical era being studies? • How do I describe the difference between primary and secondary sources? • How do I locate information using both primary and secondary sources? • How do I describe how archaeological research adds to our understanding of the past? 	<ul style="list-style-type: none"> • Construct timelines of the historical era. • Describe the difference between primary and secondary sources. • Locate information using primary and secondary sources. • Describe how archaeological research adds our understanding of the past. 	<ul style="list-style-type: none"> • A.D • Graphs • Tables • Charts • Maps • Timelines • Historical Era • Primary Sources • Secondary Sources • Archaeological Research
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<p>QUARTER 2: Hartcourt Social Studies The United States: Make a New Nation Unit 2 - Chapter 3: Lesson 1-4 Chapter 4 Lesson 1-4 Unit 3 – Chapter 5 Lesson 1-3 Chapter 6 Lesson 1-3 Cja[ter 7 Lesson 1-3</p>	<p>Exploration and Colonization</p> <p>S1C3PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.</p> <p>S1C3PO 4. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.</p> <p>S1C3PO 5. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.</p> <p>S1C3PO 6. Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.</p>	<ul style="list-style-type: none"> • How do I explain the reasons for colonization of America? • How do I describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices? • How do I describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain the reasons for colonization of America. • Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices? • Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies. • Identify the contributions of individuals who were important to colonization of American. 	<ul style="list-style-type: none"> • Religious Freedom • Desire for Land • Economic Opportunity • New Life • Colonization • Contributions • Economic Conditions • Geographic Conditions • Colonial Systems of Government • Democratic Practices • Geography • Culture • Economics • John Smith • William Penn • Lord Baltimore • Roger Williams • Anne Hutchinson • James Ogelthorpe

		<ul style="list-style-type: none"> How do I identify the contributions of individuals who were important to the colonization of America? 		
<p>Harcourt Social Studies The United States: Make a New Nation Unit 2 - Chapter 3: Lesson 1-4 Chapter 4 Lesson 1-4 Unit 3 – Chapter 5 Lesson 1-3 Chapter 6 Lesson 1-3 Chapter 7 Lesson 1-3</p>	<p>Encounters and Exchange (Note: European Exploration was introduced in Grades 3 and 4.)</p> <p>S2C5PO 1. Describe the following effects of European exploration, trade, and colonization on other parts of the world:</p> <ol style="list-style-type: none"> sea routes to Asia colonies established and settled increased power of European countries trade established between Europe, Africa, and Americas introduction of disease and the resulting population decline of Indigenous people triangular trade <p>S2C5PO 2. Describe ways in which Spain, France, and England competed for power.</p>	<ul style="list-style-type: none"> How do I describe the following effects of European exploration, trade, and colonization of other parts of the world? How do I describe ways in which Spain, France, and England competed for power? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Describe the following effects of European exploration, trade, colonization of other parts of the world. Describe ways in which Spain, France, and England competed for power. 	<ul style="list-style-type: none"> European Exploration Trade Colonization Spain France England
<p>Harcourt Social Studies</p>	<p>Environment and Society</p>	<ul style="list-style-type: none"> How do I describe the ways European colonist and Native 	<p>I will be able to:</p> <ul style="list-style-type: none"> Describe the ways European colonist and Native Americans 	<p>European Colonist Native Americans Adapted</p>

<p>The United States: Make a New Nation Unit 2 - Chapter 3: Lesson 1-4 Chapter 4 Lesson 1-4 Unit 3 – Chapter 5 Lesson 1-3 Chapter 6 Lesson 1-3 Chapter 7 Lesson 1-3</p>	<p>S4C5PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.</p>	<p>Americans viewed, adapted, and used the environment?</p>	<p>viewed, adapted, and used the environment.</p>	<p>Environment</p>
	<p>Foundations of Government</p> <p>S3C1PO 1. Identify the democratic principles and ideals associated with the following documents:</p> <ol style="list-style-type: none"> Mayflower Compact Declaration of Independence Articles of Confederation United States Constitution Bill of Rights <p>S3C1PO 2. Recognize the contributions and roles of the following individuals in creating the American government:</p> <ol style="list-style-type: none"> John Adams Benjamin Franklin Alexander Hamilton 	<ul style="list-style-type: none"> How do I identify the democratic principles and ideals associated with the Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights? How do I recognize the following contributions and roles of individuals in creating the 	<p>I will be able to:</p> <ul style="list-style-type: none"> Identify the democratic principles and ideals associated with the Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights. Recognize the following contributions and roles of individuals in creating the American government. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights. 	<ul style="list-style-type: none"> Democratic Principles Democratic Ideals Mayflower Compact Declaration of Independence Articles of Confederation United States Constitution Bill of Rights Contribution Federalists Anti-federalists Ratification

	<p>d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington</p> <p>S3C1PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights</p>	<p>American government?</p> <ul style="list-style-type: none"> • How do I describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights? 		
Other Resources TMR	<p>Structure of Government</p> <p>S3C2PO 1. Describe the role of town meetings and representative assemblies in colonial government.</p> <p>S3C2PO 2. Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.</p>	<ul style="list-style-type: none"> • How do I describe the role of town meetings and representative assemblies in colonial government? • How do I describe how the Constitution is designed to limit central government? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe the role of town meetings and representative assemblies in colonial government. • Describe how the constitution is designed to limit central government. 	<ul style="list-style-type: none"> • Town Meetings • Representative Assemblies • Constitution • Central Government • Monarchy • Freedom
Other Resources TMR	<p>Functions of Government (Note: Students were introduced to how laws are made in Grade 3.)</p> <p>S3C3PO 1. Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.</p> <p>S3C3PO 2. Identify the process by which a bill becomes a law.</p>	<ul style="list-style-type: none"> • How do I explain the ways in which powers of the federal government differed from the Articles of Confederation to the Constitution? • How do I identify the process by which 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain the ways in which powers of the federal government differed from the Articles of Confederation to the Constitution. • Identify the process by which a bill becomes a law. • Describe the checks and balance systems which established the three branches 	<ul style="list-style-type: none"> • Federal Government • Articles of Confederation • Constitution • Bill • Law • Checks and Balance System


	<p>S3C3PO 3. Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson’s impeachment.</p> <p>S3C3PO 4. Explain the significance of the Dred Scott Decision.</p> <p>S3C3PO 5. Compare the arguments for states’ rights versus the power of the federal government (e.g., the expansion of slavery, taxation).</p>	<p>a bill becomes a law?</p> <ul style="list-style-type: none"> • How do I describe the checks and balance systems which established the three branches of the federal government works? • How do I explain the significance of the Dred Scott Decision? • How I compare the arguments for states’ rights versus the power of the federal government? 	<p>of the federal government works.</p> <ul style="list-style-type: none"> • Explain the significance of the Dred Scott Decision. • Compare the arguments for states’ rights versus the power of the federal government. 	<ul style="list-style-type: none"> • Three Branches of the Federal Government • Andrew Johnson • Dred Scott Decision • States’ Rights • Power of the Federal Government • Expansion of Slavery • Taxation
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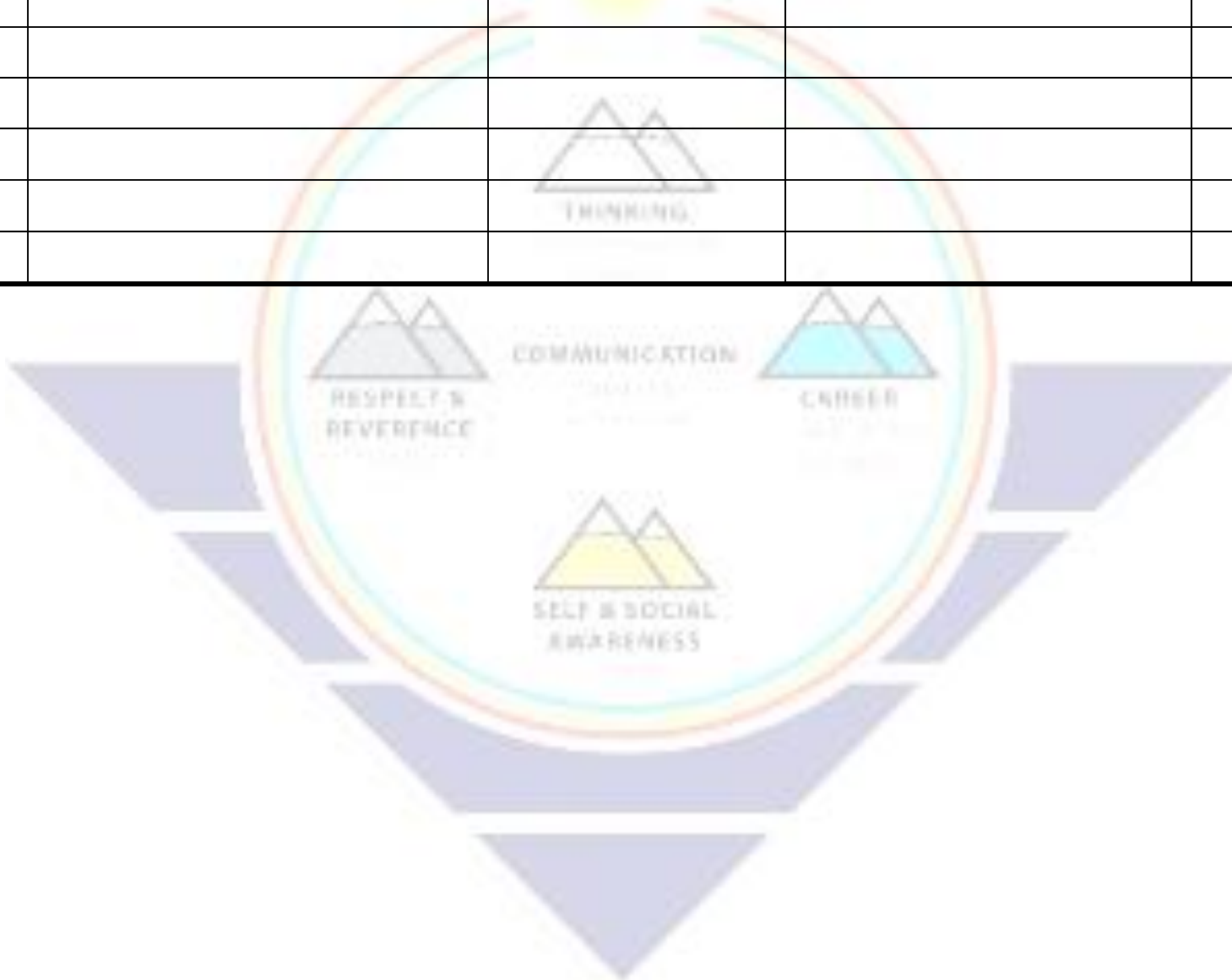
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>QUARTER 3: Harcourt Social Studies The United States: Make a New Nation Unit 4 – Chapter 8 Lesson 1-5 Chapter 9 Lesson 1-4 Unit 5 – Chapter 10 Lesson 1-4</p>	<p>Revolution and New Nation</p> <p>S1C4PO 1. Describe the significance of the following events leading to the American Revolution</p> <ol style="list-style-type: none"> French and Indian War Proclamation of 1763 Tea Act Stamp Act Boston Massacre Intolerable Acts <p>S1C4PO 2. Describe the significance of the following events in the Revolutionary War:</p> <ol style="list-style-type: none"> Declaration of Independence the battles of Lexington and Concord, Saratoga aid from France surrender at Yorktown <p>S1C4PO 3. Identify the impact of the following individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> Benjamin Franklin 	<ul style="list-style-type: none"> How do I describe the importance of the events leading to the American Revolution? How do I describe the importance of the events in the Revolutionary War? How do I identify the impact of the individuals on the Revolutionary War? How do I describe how one nation evolved from 13 colonies? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Describe the importance of the events leading to the American Revolution. Describe the importance of the events in the Revolutionary War. Identify the impact of the individuals on the Revolutionary War. Describe the how one nation evolved from 13 colonies. 	<ul style="list-style-type: none"> Significance French and Indian War Proclamation of 1763 Tea Act Stamp Act Boston Massacre Intolerable Acts Revolutionary War Declaration of Independence The Battles of Lexington and Concord, Saratoga Aid from France Surrender at Yorktown Benjamin Franklin Thomas Jefferson George Washington Patrick Henry Thomas Paine King George III

	<p>b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III</p> <p>S1C4PO 4. Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention b. George Washington’s presidency c. creation of political parties</p>			<ul style="list-style-type: none"> • Constitutional Convention • George Washington • Political Party
<p>Harcourt Social Studies The United States: Make a New Nation Unit 4 – Chapter 8 Lesson 1-5 Chapter 9 Lesson 1-4 Unit 5 – Chapter 10 Lesson 1-4 Chapter 11 Lesson 11 Unit 6 – Chapter 12 Lesson 1-5</p>	<p>Westward Expansion (Note: Westward expansion was introduced in Grades 2 and 4.)</p> <p>S1C5PO 1. Describe the following events of 19th century presidencies of: a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears e. James Polk – Mexican-American War; discovery of gold in California</p> <p>S1C5PO 2. Describe the different perspectives (e.g., Native Americans,</p>	<ul style="list-style-type: none"> • How do I describe the events of 19th century presidents? • How do I describe the different perspectives of Manifest Destiny? • How do I identify major westward migration routes of the 19th Century? • How do I identify major westward migration routes of the 19th Century? • How do I describe how manufacturing, 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Describe the events of 19th century presidents. • Describe the different perspectives of Manifest Destiny. • Identify major westward migration routes of the 19th Century. • Identify major westward migration routes of the 19th Century. • Describe how manufacturing, textiles, transportation. • Describe the individuals’ role in the reform movement before the Civil War. 	<ul style="list-style-type: none"> • 19th Century • Thomas Jefferson • Louisiana Purchase • Explorations of Lewis and Clark • James Madison • War of 1812 • James Monroe • The Monroe Doctrine • Andrew Jackson Nationalism • Sectionalism • Trail of Tears • James Polk • Mexican-American War • Gold in California • Native American • Spanish

	<p>settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p> <p>S1C5PO 3. Identify major westward migration routes of the 19th Century.</p> <p>S1C5PO 4. Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.</p> <p>S1C5PO 5. Describe the following individuals' role in the reform movement before the Civil War:</p> <ol style="list-style-type: none"> Frederick Douglass Harriet Tubman William Lloyd Garrison Sojourner Truth 	<p>textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion?</p> <ul style="list-style-type: none"> How do I describe the individuals' role in the reform movement before the Civil War? 		<ul style="list-style-type: none"> U.S. Government Manifest Destiny Westward Migration Routes Manufacturing Textiles Transportation Innovations Industrial Revolution U.S. Growth U.S. Expansion Civil War Frederick Douglass Harriet Tubman William Lloyd Garrison Sojourner Truth
<p>Harcourt Social Studies The United States: Make a New Nation Chapter 11 Lesson 11 Unit 6 – Chapter 12 Lesson 1-5 Chapter 13 Lesson 1-4</p>	<p>Civil War and Reconstruction (Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.)</p> <p>S1C6PO 1. Describe factors leading to the Civil War:</p> <ol style="list-style-type: none"> role of abolitionists and Underground Railroad sectionalism between North and South westward expansion 	<ul style="list-style-type: none"> How do I describe the factors leading to the Civil War? How do I identify the important events of the Civil War and its reason? 	<p>I will be able to: Describe the factors leading to the Civil War. Identify the important events of the Civil War and its reason.</p>	<p>Civil War Abolitionist Underground Railroad Sectionalism Westward Expansion Ft. Sumter Emancipation Proclamation Surrender at Appomattox</p>

	<p>S1C6PO 2. Identify the reasons why the following were important events of the Civil War:</p> <ol style="list-style-type: none"> firing on Ft. Sumter major battles delivery of the Emancipation Proclamation surrender at Appomattox 			
<p>Other Resources TMR</p>	<p>Foundations of Economics</p> <p>S5C1PO 1. Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.</p> <p>S5C1PO 2. Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.</p> <p>S5C1PO 3. Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.</p> <p>S5C1PO 4. Interpret how trade promoted economic growth throughout U.S. history.</p>	<ul style="list-style-type: none"> • How do I identify the opportunity costs associated with expeditions to the New World? • How do I describe how specialization improved standards of living in the three colonial regions and the Pre-Civil War North and South? • How do I identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America? • How do I interpret how trade promoted economic growth 	<p>I will be able to:</p> <ul style="list-style-type: none"> • identify the opportunity costs associated with expeditions to the New World. • describe how specialization improved standards of living in the three colonial regions and the Pre-Civil War North and South. • identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America • interpret how trade promoted economic growth throughout U.S. history 	<ul style="list-style-type: none"> • Opportunity Cost • Expedition • New World • Specialization • Pre-Civil War • Voluntary Exchange • Buyers • Sellers • Colonial Trade • Economic Growth

		throughout U.S. history?		



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QUARTER 4:	<p>Environment and Society</p> <p>S4C5PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.</p> <p>S4C5PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.</p>	<ul style="list-style-type: none"> How do I describe the ways European colonist and Native Americans viewed, adapted, and used the environment? How do I describe the impact that natural events have on human and physical environments? 	<p>I will be able to:</p> <ul style="list-style-type: none"> Describe the ways European colonist and Native Americans viewed, adapted, and used the environment. Describe the impact that natural events have on human and physical environments. 	<ul style="list-style-type: none"> European Colonists Native Americans Adapted Environment Floods Earthquakes Droughts Human Environment Physical Environment Impact
	<p>Rights, Responsibilities, and Roles of Citizenship</p> <p>S3C4PO 1. Describe ways an individual can contribute to a school or community.</p> <p>S3C4PO 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and</p>	<ul style="list-style-type: none"> How do I describe ways an individual can contribute to a school or a community? How do I describe the character traits that are important to the preservation and improvement of 	<p>I will be able to:</p> <ul style="list-style-type: none"> Describe ways an individual can contribute to a school or a community Describe the character traits that are important to the preservation and improvement of constitutional democracy in the United States 	<ul style="list-style-type: none"> Community Character Traits Preservation Constitutional Democracy Citizens Democratic Process

	<p>improvement of constitutional democracy in the United States.</p> <p>S3C4PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p>	<p>constitutional democracy in the United States?</p> <ul style="list-style-type: none"> How do I describe the importance of the citizens actively involved in the democratic process? 	<ul style="list-style-type: none"> Describe the importance of the citizens actively involved in the democratic process 	
	<p>Age of Revolution (Note: Changing government by revolution was introduced in Grade 1. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</p> <p>S2C6PO 1. Explain the rationale and characteristics of rebellion.</p> <p>S2C6PO 2. Explain the impact that revolution has on a society.</p> <p>S2C6PO 3. Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p>S2C6PO 4. Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p>	<p>How do I explain the rationale and characteristics of rebellion?</p> <p>How do I explain the rationale and characteristics of rebellion?</p> <p>How do I explain the impact that revolution has on society?</p> <p>How do I compare the causes of the American Revolution to other revolutions around the world?</p> <p>How do I compare the outcomes of the American Revolution to those of other</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> Explain the rationale and characteristics of rebellion. Explain the rationale and characteristics of rebellion. Explain the impact that revolution has on society. Compare the causes of the American Revolution to other revolutions around the world. Compare the outcomes of the American Revolution to those of other revolutions around the world. 	<ul style="list-style-type: none"> Rationale Rebellion Impact Revolution Society American Revolution Outcomes Causes

		<p>revolutions around the world?</p>		
	<p>Microeconomics</p> <p><i>S5C2PO 1. Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.</i></p> <p>S5C2PO 2. Describe how competition, markets, and prices influence peoples' behavior.</p> <p>S5C2PO 3. Identify how people earn income by selling their labor to businesses or governments.</p> <p>S5C2PO 4. Describe ways in which entrepreneurs take risks to develop new goods and services.</p> <p>S5C2PO 5. Describe the function of private business in producing goods and services.</p> <p>S5C2PO 6. Discuss the function of banks in providing checking accounts, savings accounts, and loans.</p> <p>S5C2PO 7. Explain the function of government in providing certain goods and services through taxation.</p>	<ul style="list-style-type: none"> • How do explain how price incentives affect peoples' behavior and choices? • How do I describe how competition, markets, and prices influences peoples' behavior? • How do I identify how people earn income by selling their labor to businesses or governments? • How do I describe ways in which entrepreneurs take risks to develop new goods and services? • How do I describe the function of private business in producing goods and services? 	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain how price incentives affect peoples' behavior and choices? • Describe how competition, markets, and prices influences peoples' behavior. • Identify how people earn income by selling their labor to businesses or governments. • Describe ways in which entrepreneurs take risks to develop new goods and services? • Describe the function of private business in producing goods and services. • Discuss the function of banks providing checking accounts, saving accounts, and loans. • Explain function of government in providing certain goods and services through taxation. 	<ul style="list-style-type: none"> • Prince Incentives • Behavior • Choices • Competition • Markets • Prices • Earn Income • Labor • Businesses • Entrepreneur(s) • Goods and Services • Private Business • Function • Banks • Checking Accounts • Saving Accounts • Loans • Taxation

		<ul style="list-style-type: none"> • How do I discuss the function of banks providing checking accounts, saving accounts, and loans? • How do I explain function of government in providing certain goods and services through taxation? 		
	<p>Personal Finance</p> <p>S5C5PO 1. Explain how the following are used to purchase goods and services:</p> <ol style="list-style-type: none"> a. cash b. check c. money order d. debit card e. credit card 	<p>1. How do I explain the ways to purchase goods and services?</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain the ways to purchase goods and services. 	<ul style="list-style-type: none"> • Goods and Services • Cash • Check • Money Order • Debit Card • Credit Card