



Diocese of Greensburg Curriculum

Social Studies Grade 5

Unit	Standards	Content	Skills
<p>Current Events</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>TIME, CONTINUITY, AND CHANGE Knowledge The learners will understand</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Processes Learners will be able to</p> <p>Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change;</p> <p>Products Learners demonstrate understanding by</p> <p>Examining current land-use policies in this nation and one other that are related to the use of natural resources, and making a chart comparing similarities and differences;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Products Learners demonstrate understanding by</p> <p>Discussing current and past issues involving science and technology, and their consequences for society;</p>	<ul style="list-style-type: none"> • Exploration of current events 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Analyze the impact of current events on the lives of people, communities, and countries

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	<p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p> <p>Processes Learners will be able to</p> <p>Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues, such as health, resource allocation, economic development, and environmental quality;</p>		
<p>Map, Graph and Chart Skills</p>	<p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE</p> <p>Products Learners demonstrate understanding by</p> <p>Presenting a "compare and contrast" chart demonstrating the similarities and differences between two or more cultural groups in given categories (such as food, shelter, language, religion, arts, or beliefs);</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>Processes Learners will be able to</p> <p>Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies;</p> <p>Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other</p>	<ul style="list-style-type: none"> • Geography influences needs, culture, opportunities, choices, interests, and skills. • Map Symbols/Legends • Types of Maps • Types of charts and graphs • Hemispheres (Northern/Southern, Eastern/Western) • Equator • Cardinal Directions • Intermediate Directions • Latitude & Longitude • Scales • Forms of Land and Water • Political Map • Topographical Map • Satellite Photo 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify continents, oceans, states, countries, capitals • Analyze and interpret graphs and charts which represent population, goods, economics, government, and geographical data • Understand common representational symbols • Apply basic knowledge of map symbols • Understand different types of maps and how to identify them • Interpret data from different types of maps • Interpret data from a satellite photo • Cross-reference maps to obtain more complex results • Understand basic grid co-ordinate systems when used on maps

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	<p>geographic tools to inform the study of people, places, and environments, both past and present.</p> <p>Products Learners demonstrate understanding by</p> <p>Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features;</p> <p>GLOBAL CONNECTIONS</p> <p>Processes Learners will be able to</p> <p>Use maps and databases to look for global patterns, trends, and connections;</p> <p>Products Learners demonstrate understanding by</p> <p>Creating maps, charts, or graphs to show global connections (e.g., trade, migration, resource allocation, or air flights across the world);</p>	<ul style="list-style-type: none"> • Population Density Map • Population chart/graph • Income Map • Income chart/graph • Climate Map • Climate chart/graph • Road Map • Historical Map • Weather Map • Weather chart/graph 	<ul style="list-style-type: none"> • Apply basic grid geometry to locate and compare positions between items on maps • Apply the use of cardinal directions to locate and compare positions between items on maps • Apply the use of intermediate directions to locate and compare positions between items on maps • Apply the use of latitude to locate and compare positions between items on maps • Apply the use of longitude to locate and compare positions between items on maps • Understand the concept of latitude and longitude applied together • Apply the use of latitude and longitude together to locate and compare positions between items on maps • Apply the use map scales to identify, estimate and compare distances between items on maps • Locate both forms of land and water on a map

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<p>Early American Civilization</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge The learners will understand</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p>	<ul style="list-style-type: none"> • Native Americans and Native American Cultures as it relates to Early Colonization / Explorers • Explore Inuit, Maya, Aztec, Inca, Anasazi, Mound Builders 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Interpret and integrate knowledge of established Native American tribes and cultures • Compare and contrast the four cultural regions, identify and describe characteristics of the tribes within those regions • Evaluate the importance of their art, traditions, and religions • Explain the importance of animals in their cultures • Describe men's and women's roles within the tribes • Distinguish the relationship between geography and culture • Identify, analyze and create maps relative to the Native American Tribes and cultures in the early Western Hemisphere
<p>Native American Culture and History</p>	<p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p>	<ul style="list-style-type: none"> • US History and Geography • Beginnings to 1620 • American Indian life in the Americas • Eastern Woodland Native Americans • Southeast Native Americans • Plains Native Americans 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the life of peoples living in North America before European exploration (e.g., food, religion, agriculture, shelter, craft, trading) • Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic

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	<p>NCSS: Middle</p> <hr/> <p>CULTURE</p> <p>Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;</p> <p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p>	<ul style="list-style-type: none"> • Southwest Native Americans • Pacific Northwest Native Americans 	<p>nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)</p> <ul style="list-style-type: none"> • Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment • Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use • Identify, analyze and create maps relative to the Native American tribes and cultures in the five native cultural regions in the early Western Hemisphere

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	<p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The origins and influences of social, cultural, political, and economic systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national</p>		

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	<p>boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions</p> <p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;</p> <p>Institutions are created to respond to changing individual and group needs;</p> <p>That ways in which young people are socialized include similarities as well as differences across cultures;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Knowledge Learners will understand</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p>		

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	<p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p> <p>The economic gains that result from specialization and exchange as well as the trade offs</p> <p>How markets bring buyers and sellers together to exchange goods and services</p> <p>How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p>		

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	<p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;</p> <p>The common good, and the rule of law;</p> <p>The origins and function of major institutions and practices developed to support democratic ideals and practices;</p> <p>Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p>		
<p>Early American Colonies</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE</p> <p>Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p>	<ul style="list-style-type: none"> • US history and geography • European exploration • Three World interactions • Colonization and settlement (1585-1763) • European struggle for control of North America • From exploration to colonization • English settlements • Spanish settlements 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how human activities help shape the Earth's surface • Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration • Identify the causes and consequences of European exploration and colonization

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	<p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;</p> <p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The origins and influences of social, cultural, political, and economic systems;</p>	<ul style="list-style-type: none"> • Settlements in the Middle: New Amsterdam and Quaker settlements • European settlements and Native Americans • Comparing regional settlement patterns 	<ul style="list-style-type: none"> • Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious) • Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century • Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use • Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians • Describe significant developments in the Southern colonies, including:

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	<p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p>		<ul style="list-style-type: none"> ○ Patterns of settlement and control including the impact of geography (landforms and climate) on settlement ○ Establishment of Jamestown ○ Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) ○ Relationships with American Indians (e.g., Powhatan) ○ Development of colonial representative assemblies (House of Burgesses) ○ Development of slavery ● Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> ○ Patterns of settlement and control including the impact of geography (landforms and climate) in settlement ○ Relations with American Indians (e.g., Pequot/King Phillip's War)

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	<p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions</p> <p>Institutions are created to respond to changing individual and group needs;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p>		<ul style="list-style-type: none"> ○ Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies ○ The development of government including establishment of town meetings, development of colonial legislatures and growth of royal government ○ Religious tensions in Massachusetts that led to the establishment of other colonies in New England ● Describe significant developments in the Middle Colonies, including: <ul style="list-style-type: none"> ○ Patterns of settlement and control including the impact of geography (landforms and climate) on settlement ○ The growth of Middle Colonies economies (e.g., breadbasket) ○ The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent

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	<p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;</p> <p>Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p> <p>Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p>		<p>English takeover of the Middle Colonies</p> <ul style="list-style-type: none"> ○ Immigration patterns leading to ethnic diversity in the Middle Colonies ● Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies ● Distinguish among and explain the reasons for regional differences in colonial America. ● Locate the New England, Middle, and Southern colonies on a map ● Identify, analyze and create maps relative to the European settlements in the colonization of North America

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<p>Colonial America</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;</p>	<ul style="list-style-type: none"> • Life in the New England Colonies • Life in the Middle Colonies • Life in the Southern Colonies • Comparing the colonial regions • Triangular Trade and Middle Passage • Slavery in the colonies • The colonial economy • Colonial Government: Foundations of Self-Government • Colonial life from different perspectives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe significant developments in the Southern colonies, including patterns of settlement and control including: <ul style="list-style-type: none"> ○ The impact of geography (landforms and climate) on settlement establishment of Jamestown ○ Development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) ○ Relationships with American Indians (e.g., Powhatan) ○ Development of colonial representative assemblies (House of Burgesses) ○ Development of slavery • Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> ○ Patterns of settlement and control including the impact of geography (landforms and

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	<p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The origins and influences of social, cultural, political, and economic systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national</p>		<ul style="list-style-type: none"> ○ climate) on settlement ○ Relations with American Indians (e.g., Pequot/King Phillip's War) ○ Growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies ○ The development of government including establishment of town meetings, development of colonial legislatures and growth of royal government ○ Religious tensions in Massachusetts that led to the establishment of other colonies in New England ● Describe significant developments in the Middle Colonies, including: <ul style="list-style-type: none"> ○ Patterns of settlement and control including the impact of geography (landforms and climate) on settlement ○ The growth of Middle Colonies economies (e.g., breadbasket)

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	<p>boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception;</p> <p>That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions</p> <p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;</p> <p>Institutions are created to respond to changing individual and group needs;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p>		<ul style="list-style-type: none"> ○ The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies ○ Immigration patterns leading to ethnic diversity in the Middle Colonies <ul style="list-style-type: none"> ● Analyze the development of the slave system in the Americas and its impact upon the life of Africans ● Describe Triangular Trade including: <ul style="list-style-type: none"> ○ The trade routes ○ The people and goods that were traded ○ The Middle Passage ○ Middle Passage impact on life in Africa ● Describe the life of enslaved Africans and free Africans in the American colonies ● Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture

Unit	Standards	Content	Skills
	<p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);</p> <p>Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p> <p>How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p>		<ul style="list-style-type: none"> • Distinguish among and explain the reasons for regional differences in colonial America • Locate the New England, Middle, and Southern colonies on a map • Describe the daily life of people living in the New England, Middle, and Southern colonies • Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians) • Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants) • Make generalizations about the reasons for regional differences in colonial America • Identify, analyze and/or create maps relative to the Triangular Trade Routes, and the New England, Middle and Southern Colonies with exploration within the colonies

Unit	Standards	Content	Skills
	<p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;</p> <p>Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;</p> <p>Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);</p> <p>The common good, and the rule of law;</p> <p>Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p> <p>The origins and function of major institutions and practices developed to support democratic ideals and practices;</p>		

Unit	Standards	Content	Skills
<p>Events Leading to the American Revolution</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;</p>	<ul style="list-style-type: none"> • The French and Indian War • Proclamation of 1763 • British Control of North America • Sugar and Stamps - Governing without consent • Colonists begin to unite (Patriots, Sons and Daughters of Liberty, Committee of Correspondence) • Things heat up in Boston (Massacre, Tea Party) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the major political, economic, and ideological reasons for the American Revolution • Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy • Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre • Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government) • Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation) • Identify the role that key individuals played in leading the colonists to revolution, including

Unit	Standards	Content	Skills
	<p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The origins and influences of social, cultural, political, and economic systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p> <p>The roles of different kinds of population centers in a region or nation;</p>		<p>George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine</p> <ul style="list-style-type: none"> • Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text • Analyze how and why individuals, events, and ideas develop and interact over the course of a text • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) • Identify, analyze and create maps relative to the French and Indian War, Committee of Correspondence, and movement of colonists

Unit	Standards	Content	Skills
	<p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;</p> <p>How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;</p> <p>That individuals' choices influence identity and development;</p> <p>That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions</p> <p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;</p>		<p>Reading: Informational Text/Key Ideas and Details</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Analyze how and why individuals, events, and ideas develop and interact over the course of a text • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text • Assess how point of view or purpose shapes the content and style of a text • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats,

Unit	Standards	Content	Skills
	<p>Institutions are created to respond to changing individual and group needs;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Knowledge Learners will understand</p> <p>Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism);</p> <p>Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p>		<p>including visually and quantitatively, as well as in words</p> <ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably <p>Speaking and Listening/Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

Unit	Standards	Content	Skills
	<p>How markets bring buyers and sellers together to exchange goods and services</p> <p>How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption;</p> <p>How the overall levels of income, employment, and prices are determined by the interaction of households, firms, and the government.</p> <p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;</p> <p>Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;</p> <p>Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making</p>		

Unit	Standards	Content	Skills
	<p>informed judgments, expressing views on issues, and collaborating with others to take civic action);</p> <p>The common good, and the rule of law;</p> <p>Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children);</p> <p>The origins and function of major institutions and practices developed to support democratic ideals and practices;</p> <p>Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p> <p>The importance of becoming informed in order to make positive civic contributions.</p>		
<p>American Revolution</p>	<p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How individuals learn the elements of their culture through interactions with other members of the culture group;</p>	<ul style="list-style-type: none"> • The Second Continental Congress • Declaring Independence • The Declaration of Independence • Comparing armies • Perspectives on the Revolution • The War in the North • The War in the South • The Treaty of Paris • Creating a timeline to show cause and effect 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the major political, economic, and ideological reasons for the American Revolution • Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation) • Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so

Unit	Standards	Content	Skills
	<p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world;</p> <p>That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold;</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p>		<ul style="list-style-type: none"> • Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine • Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence • identify, analyze and/or create maps relative to the American Revolution, and battle strategies throughout the colonies and between American colonists and Britain <p>The American Revolution and Its Consequences</p> <ul style="list-style-type: none"> • Explain the multi-faceted nature of the American Revolution and its consequences.

Unit	Standards	Content	Skills
	<p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>The study of individual development and identity helps us know who we are and how we change;</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals have characteristics that are both distinct from and similar to those of others;</p> <p>Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems;</p> <p>Individuals change over time;</p> <p>Physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>Individual choices are influenced by personal and social factors.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p>		<ul style="list-style-type: none"> • Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives • Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution • Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war • Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries)

Unit	Standards	Content	Skills
	<p>Characteristics that distinguish individuals;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives;</p> <p>How the rules and norms of groups to which they belong impact their lives.</p> <p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>Rules and laws can serve to support order and protect individual rights;</p> <p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state;</p> <p>Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity;</p> <p>The ways in which governments meet the needs and wants of citizens.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The difference between needs and wants;</p> <p>What people and communities gain and give up when they make a decision;</p> <p>How economic incentives affect people's behavior;</p> <p>The characteristics and functions of money and its uses;</p> <p>The characteristics of a market economy;</p> <p>The goods and services produced in the market and those produced by the government.</p>		

Unit	Standards	Content	Skills
	<p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel);</p> <p>Global connections affect daily life for individuals and those around them;</p> <p>Some global issues have persisted over time while others are more contemporary or emerging (e.g., technology enabling rapid communication across the earth);</p> <p>All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections;</p> <p>CIVIC IDEALS AND PRACTICES Knowledge Learners will understand</p> <p>Writing reports, letters, or brief position statements to describe an issue, actions to address it, and reasons for supporting a particular position over others;</p>		
<p>Establishing the United States Government</p>	<p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p>	<ul style="list-style-type: none"> • The Articles of Confederation • The Constitutional Convention • A Convention of Compromises • Federalism and the Constitution • Ratification and the conflict over a Bill of Rights • The Bill of Rights • Exploring a public issue relating to the U.S. Constitution • Taking a position on a public issue 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain probable consequences of an absence of government and of rules and laws • Understand values and principles of American constitutional democracy • Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules) • Identify, analyze and create maps relative to the establishment of a new nation

Unit	Standards	Content	Skills
	<p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world;</p> <p>That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold;</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p>	<p>related to the U.S. Constitution</p> <ul style="list-style-type: none"> • Why do we have Government? • How is our Government organized to limit power? • Federalism: How is power distributed? • How does the Bill of Rights serve to limit the powers of Government? 	<ul style="list-style-type: none"> • Describe the structure of government in the United States and how it functions to serve citizens • Give examples of powers granted to the federal government • Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches) • Describe how the powers of the federal government are separated among the branches. • Give examples of how the system of checks and balances limits the power of the federal government • Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing • Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution • Identify and Analyze Public Issues • Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions

Unit	Standards	Content	Skills
	<p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Individuals have characteristics that are both distinct from and similar to those of others;</p> <p>Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems;</p> <p>Individuals change over time;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>Individual choices are influenced by personal and social factors.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;.</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives;</p> <p>How the rules and norms of groups to which they belong impact their lives.</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Knowledge Learners will understand</p> <p>Rules and laws can serve to support order and protect individual rights;</p> <p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state;</p>		<ul style="list-style-type: none"> • Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions • Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. • Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States • Describe the powers of the national government and state governments under the Articles of Confederation • Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money) • Explain why the Constitutional Convention was convened and why the Constitution was written. • Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were

Unit	Standards	Content	Skills
	<p>Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity;</p> <p>The basic elements of government in the United States: executive, legislative, and judicial authority;</p> <p>The ways in which governments meet the needs and wants of citizens.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>The difference between needs and wants;</p> <p>What people and communities gain and give up when they make a decision;</p> <p>How economic incentives affect people's behavior;</p> <p>The characteristics and functions of money and its uses;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel);</p> <p>Global connections affect daily life for individuals and those around them;</p> <p>Some global issues have persisted over time while others are more contemporary or emerging (e.g., technology enabling rapid communication across the earth);</p> <p>All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections;</p> <p>CIVIC IDEALS AND PRACTICES Knowledge Learners will understand</p> <p>Participating in civic discussion and action about a school or community issue;</p>		<p>addressed in the Constitution</p> <ul style="list-style-type: none"> • Give reasons why the Framers wanted to limit the power of government • Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution • Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification • Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution

Unit	Standards	Content	Skills
	Drawing illustrations of examples of participation supportive of civic ideals and practices;		



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