

Week	Title	Standards Covered
Unit 1: Me and My Community		
1	School Rules/ Manners	<p>PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults</p> <p>PK4.I.B.1.b Child takes care of and manages classroom materials.</p> <p>PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p> <p>PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.D.4 Child makes inferences and predictions about a text.</p> <p>PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p> <p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p> <p>PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers</p> <p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p> <p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>PK4.IX.C.1 Child practices good habits of personal safety.</p>
2	All About Me	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p>

Week	Title	Standards Covered
		<p>PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p> <p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p> <p>PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.</p> <p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>PK4.III.D.4 Child makes inferences and predictions about a text.</p> <p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence</p> <p>PK4.V.A.1 Child rote counts from 1 to 30.</p> <p>PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</p> <p>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p> <p>PK4.V.E.2 Child collects data and organizes it in a graphic representation.</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.</p>
3	Feelings	<p>PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</p> <p>PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.</p> <p>PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</p> <p>PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>

Week	Title	Standards Covered
		<p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p> <p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p> <p>PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p> <p>PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.</p> <p>PK4.VIII.B.2 Child responds to different musical styles through movement and play.</p> <p>PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.</p> <p>PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>
4	Family and Friends	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p>

Week	Title	Standards Covered
		<p>PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.</p> <p>PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p> <p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p> <p>PK4.I.C.7 Child interacts with peers and has preferred friends.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p> <p>PK4.III.B.1 Child identifies the individual words in a spoken sentence.</p> <p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p> <p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>PK4.V.A.1 Child rote counts from 1 to 30.</p> <p>PK4.V.A.6 Child represents quantities up to 10.</p> <p>PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p> <p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</p>

Week	Title	Standards Covered
Unit 2: My Community		
5	In the Neighborhood	<p>PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p>PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p> <p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p> <p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p>PK4.III.B.1 Child identifies the individual words in a spoken sentence.</p> <p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p> <p>PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p> <p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p>

Week	Title	Standards Covered
		<p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses</p> <p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p> <p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter</p> <p>PK4.VII.C.1 Child identifies and creates common geographic features.</p> <p>PK4.VII.C.2 Child explores geography tools and resources.</p> <p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>
6	Workers and Helpers	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p>PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p>PK4.III.B.1 Child identifies the individual words in a spoken sentence.</p> <p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p> <p>PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p>

Week	Title	Standards Covered
		<p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>PK4.V.A.5 Child recognizes numerals 0-10.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter</p> <p>PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers</p> <p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</p>
7	Staying Healthy	<p>PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</p> <p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter</p> <p>PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers</p> <p>PK4.IX.C.2 Child practices good habits of personal health and hygiene.</p> <p>PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</p>
8	Staying Safe	<p>PK4.IX.C.1 Child practices good habits of personal safety.</p>
Unit 3: This Big World		
9	Maps	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p> <p>PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p>PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p>

Week	Title	Standards Covered
		<p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p>PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p>PK4.III.B.1 Child identifies the individual words in a spoken sentence.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p> <p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p> <p>PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p> <p>PK4.III.D.4 Child makes inferences and predictions about a text.</p> <p>PK4.V.C.3 Child demonstrates use of position words.</p> <p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses</p> <p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>

Week	Title	Standards Covered
		<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VII.C.1 Child identifies and creates common geographic features.</p> <p>PK4.VII.C.2 Child explores geography tools and resources.</p> <p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>PK4.VIII.B.2 Child responds to different musical styles through movement and play.</p> <p>PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>
10	Land and Water	<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p> <p>PK4.I.B.1.b Child takes care of and manages classroom materials.</p> <p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p> <p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p> <p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p> <p>PK4.II.B.1 Child uses language for multiple purposes.</p> <p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p> <p>PK4.II.E.1 Child typically uses complete sentences of four or more words with age appropriate grammatical complexity, usually in standard word order.</p> <p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p> <p>PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p>

Week	Title	Standards Covered
		<p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p> <p>PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p> <p>PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</p> <p>PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p> <p>PK4.V.A.5 Child recognizes numerals 0-10.</p> <p>PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p> <p>PK4.VII.C.1 Child identifies and creates common geographic features.</p> <p>PK4.VII.C.2 Child explores geography tools and resources.</p> <p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>
11	Living Things	<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p>

Week	Title	Standards Covered
		<p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p> <p>PK4.VII.C.1 Child identifies and creates common geographic features.</p>
12	Outer Space	<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.</p>
13	Giving Thanks	<p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.</p>
Unit 4: Cause and Effect		
14	The Sun and Moon	<p>PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.</p> <p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky</p>
15	Weather and Seasons	<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky</p>

Week	Title	Standards Covered
16	Wintertime	<p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky</p>
17	Celebrations	<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p>
Unit 5: People and Places		
18	Stories From Around the World	<p>PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VII.C.2 Child explores geography tools and resources.</p>
19	All Together Now	<p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p> <p>PK4.VII.D.3 The child engages in voting as a method for group decision-making.</p>
20	Many Cultures	<p>PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.</p>
21	Past, Present, and Future	<p>PK4.VII.A.3 Child connects his life to events, time, and routines.</p>
22	Going Places	<p>PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</p> <p>PK4.V.C.3 Child demonstrates use of position words.</p> <p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p>

Week	Title	Standards Covered
		PK4.VII.C.2 Child explores geography tools and resources.
23	Symbols of Unity	<p>PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p> <p>PK4.V.C.2 Child creates shapes using materials and/or manipulatives.</p> <p>PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</p> <p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses</p> <p>PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</p> <p>PK4.VII.D.1 Child identifies the United States and Texas flag.</p> <p>PK4.VII.D.3 The child engages in voting as a method for group decision-making.</p>
Unit 6: Changes		
24	Look, Explore, Learn	<p>PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p> <p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p>
25	Solving Problems	<p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p>
26	A World of Things	PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

Week	Title	Standards Covered
		<p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p>
27	Forces and Motion	<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p>
28	Life Cycles	<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.</p> <p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p> <p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>
29	Springtime	<p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</p> <p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky</p>
Unit 5: People and Places		
30	Making, Buying, and Selling	<p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter</p>

Week	Title	Standards Covered
		PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.
31	Jobs and Money	<p>PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter</p> <p>PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.</p>
32	Farms and Food Sources	PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.
Unit 5: People and Places		
33	Habitats	<p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p>
34	Awesome Animals	<p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p> <p>PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</p>
35	Patterns	<p>PK4.V.E.1 Child sorts objects that are the same and different into groups and uses</p> <p>PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</p> <p>PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</p> <p>PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.</p>
36	What's Next?	

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	K.8(A) identify authority figures in the home, school, and community K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
2	Authority Figures	K.8(A) identify authority figures in the home, school, and community K.8(B) explain how authority figures enforce rules K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
3	What Are Rules?	K.7(A) identify purposes for having rules K.7(B) identify rules that provide order, security, and safety in the home and school K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps K.14(E) Apply and practice classroom rules and procedures for listening and responding respectfully
4	What Are Laws?	K.7(A) identify purposes for having rules K.7(B) identify rules that provide order, security, and safety in the home and school K.8(A) identify authority figures in the home, school, and community K.8(B) explain how authority figures enforce rules K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
5	Learning and Working Together	K.9(C) use voting as a method for group decision making K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

Week	Title	Standards Covered
		<p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p> <p>K.14(E) Apply and practice classroom rules and procedures for listening and responding respectfully</p> <p>K.15(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p> <p>K.15(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
Unit 2: Government and Citizens		
6	Our Government Leaders	<p>K.8(A) identify authority figures in the home, school, and community</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p> <p>K.15(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p>
7	Citizens	<p>K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p> <p>K.14(E) Apply and practice classroom rules and procedures for listening and responding respectfully</p> <p>K.15(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p>
8	Important Citizens in United States History	<p>K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.13(A) Identify and state facts based on relevant evidence</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(A) place events in chronological order</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>

Week	Title	Standards Covered
9	Important Citizens in Texas History	<p>K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.13(A) Identify and state facts based on relevant evidence</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(A) place events in chronological order</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
10	Patriotism	<p>K.9(A) identify the United States flag and the Texas state flag</p> <p>K.9(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(A) place events in chronological order</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
11	National Patriotic Symbols	<p>K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.9(A) identify the United States flag and the Texas state flag.</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
12	Texas State Symbols	<p>K.9(A) identify the United States flag and the Texas state flag</p> <p>K.9(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(A) place events in chronological order</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
13	National Patriotic Holidays	<p>K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day</p>

Week	Title	Standards Covered
		K.1(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures
14	Celebrate Freedom Week	K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day. K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(A) place events in chronological order K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
Unit 3: Geography		
15	Map Skills	K.3(B) locate places using the four cardinal directions K.3(C) identify and explore geographic tools that aid in determining location, including maps and globes K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
16	Location	K.3(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location K.3(B) locate places on the school campus and describe their relative locations K.3(C) identify and use geographic tools that aid in determining location including maps and globes K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
17	Using Relative Location	K.3(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location

Week	Title	Standards Covered
		K.3(B) locate places on the school campus and describe their relative locations K.3(C) identify and use geographic tools that aid in determining location including maps and globes K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
18	Place: Physical Characteristics	K.4(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
19	Weather	K.4(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather. K.4(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities. K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
20	Adapting to Our Location	K.4(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
21	Modifying Our Location	K.4(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps

Week	Title	Standards Covered
Unit 4: Culture		
22	Culture	K.10(A) identify similarities and differences among individuals such as kinship and religion K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
23	Family Traditions	K.11(A) describe and explain that importance of family traditions K.11(B) compare traditions among families K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
Unit 5: Economics		
24	Needs and Wants	K.5(A) identify basic human needs of food, clothing, and shelter K.5(B) explain the difference between needs and wants K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.13(D) sequence and categorize information K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
25	Meeting Our Needs	K.5(C) explain how basic humans needs and wants can be met K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.13(D) sequence and categorize information K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
26	Jobs	K.6(A) identify jobs in the home, school, and community K.6(B) explain why people have jobs K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies

Week	Title	Standards Covered
		K.14(D) create and interpret visuals, including pictures and maps
Unit 6: History		
27	Time	K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.13(D) sequence and categorize information K.14(A) place events in chronological order K.14(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
28	Timelines	K.13 (B) Identify different kinds of historical sources and artifacts and explain how they can be used to study the past K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.13(D) sequence and categorize information K.14(A) place events in chronological order K.14(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
29	Technology	K.12(A) identify examples of technology used in the home and school K.12(B) describe how technology helps accomplish specific tasks and meet people's needs K.12(C) describe how his or her life might be different without modern technology K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies K.14(D) create and interpret visuals, including pictures and maps
30	Transportation Over Time	K.12(B) describe how technology helps accomplish specific tasks and meet people's needs K.12(C) describe how his or her life might be different without modern technology K.13 (B) Identify different kinds of historical sources and artifacts and explain how they can be used to study the past

Week	Title	Standards Covered
		<p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
31	Communication Over Time	<p>K.12(A) identify examples of technology used in the home and school</p> <p>K.12(B) describe how technology helps accomplish specific tasks and meet people's needs</p> <p>K.12(C) describe how his or her life might be different without modern technology</p> <p>K.13(B) Identify different kinds of historical sources and artifacts and explain how they can be used to study the past</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>
32	Year In Review	<p>K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.3(C) identify and use geographic tools that aid in determining location, including maps and globes</p> <p>K.6(A) identify jobs in the home, school, and community</p> <p>K.8(A) identify authority figures in the home, school, and community</p> <p>K.9(A) identify the United States Flag and the Texas state flag</p> <p>K.10(A) identify similarities and differences among individuals such as kinship and religion</p> <p>K.12(A) identify examples of technology used in the home and school</p> <p>K.13(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>K.14(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>K.14(D) create and interpret visuals, including pictures and maps</p>

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>1.12(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p> <p>1.17(F) Apply and practice classroom rules and procedures for listening and responding respectfully.</p>
2	Authority Figures	<p>1.11(A) identify the responsibilities of authority figures in the home, school, and community</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
3	Rules and Laws	<p>1.10(A) explain the purpose for rules and laws in the home, school, and community</p> <p>1.10(B) identify rules and laws that establish order, provide security, and manage conflict</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.16(D) sequence and categorize information</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p> <p>1.17(F) Apply and practice classroom rules and procedures for listening and responding respectfully.</p>
Unit 2: Government and Citizens		
4	Public Officials	<p>1.11(B) identify and describe the roles of public officials in the community, state, and nation</p> <p>1.13(D) explain and practice voting as a way of making choices and decisions.</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p>

Week	Title	Standards Covered
		1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly 1.18.(A) Use democratic procedures to collaborate with others when making decisions in issues in the classroom, school, or community
5	Citizens	1.12(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly 1.18(A) Use democratic procedures to collaborate with others when making decisions in issues in the classroom, school, or community
6	Characteristics of Good Citizens	1.12(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly 1.18(A) Use democratic procedures to collaborate with others when making decisions in issues in the classroom, school, or community 1.18(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
7	Important Citizens in United States History	1.2(A) identify contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr., who have influenced the state, and nation 1.2(B) compare the lives of historical figures who have influenced the state and nation 1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

Week	Title	Standards Covered
		1.16(D) sequence and categorize information 1.17(A) use a simple timeline to distinguish among past, present, and future 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
8	Important Citizens in Texas History	1.2(A) identify contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr., who have influenced the state, and nation 1.2(B) compare the lives of historical figures who have influenced the state and nation 1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt 1.16(A) Identify and state facts based on relevant evidence 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
9	Patriotism	1.13(A) explain state and national patriotic symbols including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo 1.13(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag 1.13(C) identify anthems and mottoes of Texas and the United States 1.16.(A) Identify and state facts based on relevant evidence 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
10	National Patriotic Symbols	1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation 1.13(A) explain state and national patriotic symbols including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom 1.16.(A) Identify and state facts based on relevant evidence 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance

Week	Title	Standards Covered
		1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
11	Texas State Symbols	1.13(A) explain state and national patriotic symbols including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo 1.13(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag 1.13(C) identify anthems and mottoes of Texas and the United States 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
12	National Patriotic Holidays	1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day 1.1(B) compare the observance of holidays and celebrations 1.13(E) explain how patriotic customs, and celebrations reflect American individualism and freedom 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(B) use a calendar to describe and measure time in days, weeks, months, and years 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visual and written material 1.17(E) use social studies terminology correctly
13	Celebrate Freedom Week	1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly

Week	Title	Standards Covered
14	Founders	<p>1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation</p> <p>1.16.(A) Identify and state facts based on relevant evidence</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
Unit 3: Geography		
15	Location	<p>1.3(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms</p> <p>1.3(B) locate places using the four cardinal directions</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
16	Map Skills	<p>1.3(B) locate places using the four cardinal directions</p> <p>1.4(A) create and use simple maps such as maps of the home, classroom, school, and community</p> <p>1.4(B) locate and explore the community, Texas, and the United States on maps and globes</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
17	Place: Physical Characteristics	<p>1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>

Week	Title	Standards Covered
18	Weather	<p>1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather</p> <p>1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
19	Place: Human Characteristics	<p>1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
Unit 4: Culture		
20	Culture	<p>1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
21	Folktales and Legends	<p>1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.16(D) sequence and categorize information</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
Unit 5: Economics		
22	Needs and Wants	<p>1.6(A) describe ways that families meet basic human needs</p>

Week	Title	Standards Covered
		<p>1.6(B) describe similarities and differences in ways families meet basic human needs</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.16(D) sequence and categorize information</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
23	Goods and Services	<p>1.7(A) identify examples of goods and services in the home, school, and community</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.16(D) sequence and categorize information</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
24	Exchanging Goods and Services	<p>1.7(B) identify ways people exchange goods and services</p> <p>1.7(C) identify the role of markets in the exchange of goods and services</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
25	Economic Choices	<p>1.8(A) identify examples of people wanting more than they can have</p> <p>1.8(B) explain why wanting more than they can have requires that people make choices</p> <p>1.8(C) identify examples of choices families make when buying goods and services</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>
26	Jobs	<p>1.9(A) describe the tools of various jobs and the characteristics of a job well performed</p>

Week	Title	Standards Covered
		1.9(B) describe how various jobs contribute to the production of goods and services 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visuals and written material 1.17(E) use social studies terminology correctly
Unit 6: History		
27	Time	1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.16(D) sequence and categorize information 1.17(B) use a calendar to describe and measure time in days, weeks, months, and years 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visual and written material 1.17(E) use social studies terminology correctly
28	Comparing Children Over Time	1.16.(B) Identify different kinds of historical sources and artifacts and explain how they can be used to study the past 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.16(D) sequence and categorize information 1.17(A) use a simple timeline to distinguish among past, present, and future 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visual and written material 1.17(E) Use social studies terminology correctly
29	Inventions	1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies. 1.17(D) create and interpret visual and written material 1.17(E) use social studies terminology correctly
30	Technology and Recreation	1.15(A) describe how technology has affected the ways families live 1.15(B) describe how technology has affected communication, transportation, and recreation

Week	Title	Standards Covered
		<p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
31	Transportation Over Time	<p>1.15(B) describe how technology has affected communication, transportation, and recreation</p> <p>1.16.(B) Identify different kinds of historical sources and artifacts and explain how they can be used to study the past</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visual and written material</p> <p>1.17(E) use social studies terminology correctly</p>
32	Communication Over Time	<p>1.15(B) describe how technology has affected communication, transportation, and recreation</p> <p>1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan</p> <p>1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.16(D) sequence and categorize information</p> <p>1.17(A) use a simple timeline to distinguish among past, present, and future</p> <p>1.17(C) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17(D) create and interpret visuals and written material</p> <p>1.17(E) use social studies terminology correctly</p>

Week	Title	Standards Covered
Unit 1: Community		
1	Community	<p>2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p> <p>2.17(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p>
2	Respecting the Rules	<p>2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p> <p>2.16(G) Apply and practice classroom rules and procedures for listening and responding respectfully</p>
3	Common Beliefs	<p>2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
		<p>2.16(G) Apply and practice classroom rules and procedures for listening and responding respectfully</p> <p>2.17(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p> <p>2.17(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
4	Sources	<p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(B) Identify different kinds of historical sources and artifacts and explain how they can used to study the past</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>
5	Solving Problems in Your Community	<p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, maps, and graphic organizers to express ideas</p> <p>2.17(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p> <p>2.17(B) use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
6	People Who Helped Shape Their Communities	<p>2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation</p> <p>2.2(B) describe how people and events have influenced local community history</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p>

Week	Title	Standards Covered
		<p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, maps, and graphic organizers to express ideas</p>
Unit 2: Civics and Government		
7	Functions of Government	<p>2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, maps, and graphic organizers to express ideas</p>
8	The Role of Public Officials	<p>2.9(A) name current public officials, including mayor, governor, and president</p> <p>2.9(B) compare the roles of public officials, including mayor, governor, and president</p> <p>2.9(C) identify ways that public officials are selected, including election and appointment to office</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>
9	Community Government Services	<p>2.8(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
10	Citizenship	<p>2.9(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions</p> <p>2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>2.10(C) identify ways to actively practice good citizenship, including involvement in community service</p> <p>2.11(C) Use voting as a method for group decision making</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>2.17(A) Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p>
11	Good Citizens	<p>2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>2.10(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
12	Patriotism	<p>2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>2.11(B) sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"</p> <p>2.11(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews music, pictures, maps, and artifacts</p>

Week	Title	Standards Covered
		<p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>
13	Patriotic Symbols	<p>2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</p> <p>2.11(D) identify symbols such as state and national birds and flowers and Uncle Sam</p> <p>2.11(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>
14	Memorials and Monuments	<p>2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas</p>
15	Texas Symbols and Landmarks	<p>2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p> <p>2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p> <p>2.11(D) identify symbols such as state and national birds and flowers and Uncle Sam;</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p>

Week	Title	Standards Covered
		2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas
16	National Holidays	2.1(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving 2.11(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas
Unit 3: Geography		
17	Map Skills	2.3(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend 2.3(B) create maps to show places and routes within the home, school, and community 2.4(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas
18	Our World	2.4(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(D) use social studies terminology correctly

Week	Title	Standards Covered
		<p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
19	Physical Characteristics of Places	<p>2.4(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes</p> <p>2.4(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
20	Human Processes	<p>2.5(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil</p> <p>2.5(B) identify consequences of human modification of the physical environment</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(A) describe the order of events by using designations of time periods such as historical and present times</p> <p>2.16(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
21	Conservation	<p>2.5(C) identify ways people can conserve and replenish Earth's resources.</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p>

Week	Title	Standards Covered
		<p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>2.17(B) uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>
Unit 4: Culture		
22	Culture	<p>2.12(A) identify the significance of various ethnic and/or cultural celebrations; and</p> <p>2.12(B) compare ethnic and/or cultural celebrations.</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
23	Texas Culture and Celebrations	<p>2.12(A) identify the significance of various ethnic and/or cultural celebrations; and</p> <p>2.12(B) compare ethnic and/or cultural celebrations.</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
Unit 5: Economics		
24	Work	<p>2.6(A) explain how work provides income to purchase goods and services</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p>

Week	Title	Standards Covered
		2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas
25	Economic Choices	2.6(A) explain how work provides income to purchase goods and services 2.6(B) explain the choices people can make about earning, spending, and saving money 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas
26	Producers and Consumers	2.7(A) Distinguish between producing and consuming. 2.7(B) Identify ways in which people are both producers and consumers. 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas
27	How Are Goods Produced?	2.7(C) trace the development of a product from a natural resource to a finished product. 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(B) apply vocabulary related to chronology, including past, present, and future 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas
Unit 6: History		
28	Sequencing and Chronology	2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts

Week	Title	Standards Covered
		<p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(A) describe the order of events by using designations of time periods such as historical and present times;</p> <p>2.16(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>2.16(C) create and interpret timelines for events in the past and present;</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>2.16(G) Apply and practice classroom rules and procedures for listening and responding respectfully</p>
29	Communication	<p>2.13(A) describe how science and technology have affected communication, transportation, and recreation</p> <p>2.13(B) explain how science and technology have affected the ways in which people meet basic needs</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(A) describe the order of events by using designations of time periods such as historical and present times;</p> <p>2.16(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>2.16(C) create and interpret timelines for events in the past and present;</p> <p>2.16(D) use social studies terminology correctly</p> <p>2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies</p> <p>2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas</p>
30	Transportation	<p>2.13(A) describe how science and technology have affected communication, transportation, and recreation</p> <p>2.13(B) explain how science and technology have affected the ways in which people meet basic needs</p> <p>2.15(A) Identify and state facts based on relevant evidence</p> <p>2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p>2.16(A) describe the order of events by using designations of time periods such as historical and present times</p> <p>2.16(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>2.16(C) create and interpret timelines for events in the past and present;</p>

Week	Title	Standards Covered
		2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas
31	Recreation	2.13(A) describe how science and technology have affected communication, transportation, and recreation 2.13(B) explain how science and technology have affected the ways in which people meet basic needs 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(A) describe the order of events by using designations of time periods such as historical and present times; 2.16(B) apply vocabulary related to chronology, including past, present, and future 2.16(C) create and interpret timelines for events in the past and present 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas
32	Individualism and Inventiveness	2.14(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver 2.15(A) Identify and state facts based on relevant evidence 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting 2.16(A) describe the order of events by using designations of time periods such as historical and present times 2.16(B) apply vocabulary related to chronology, including past, present, and future 2.16(D) use social studies terminology correctly 2.16(E) Communicate information visually, orally, or in writing based on knowledge and experiences in social studies 2.16(F) create written and visual materials such as stories, pictures, maps, and graphic organizers to express ideas

Week	Title	Standards Covered
Unit 1: Community		
1	I Am a Member of a Community	<p>3.2(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
2	Community Systems	<p>3.2(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being</p> <p>3.2(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</p> <p>3.9(E) Use voting as a method for group decision making</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
3	How Communities Change	<p>3.1(A) describe how individuals, events, and ideas have changed communities, past and present</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.14(E) Identify the central claim in a primary or secondary source</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
4	Individuals Who Shaped Communities	<p>3.1(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p>

Week	Title	Standards Covered
		<p>3.1(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(B) create and interpret timelines</p> <p>3.15(C) apply the terms year, decade, and century to describe historical times</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
5	Founders	<p>3.1(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
Unit 2: Civics and Government		
6	Important Documents	<p>3.8(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
7	How National Government Works	<p>3.7(A) describe the basic structure of government in the local community, state, and nation</p> <p>3.7(B) identify local, state, and national government officials and explain how they are chosen</p> <p>3.8(B) describe the concept of "consent of the governed"</p>

Week	Title	Standards Covered
		<p>3.9(E) Use voting as a method for group decision making</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>3.15(F) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>3.16(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p>
8	How State and Local Government Works	<p>3.7(A) describe the basic structure of government in the local community, state, and nation</p> <p>3.7(B) identify local, state, and national government officials and explain how they are chosen</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
9	Government Services	<p>3.7(C) identify services commonly provided by local, state, and national governments</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
10	Characteristics of Good Citizenship	<p>3.9(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</p> <p>3.9(E) Use voting as a method for group decision making</p>

Week	Title	Standards Covered
		<p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>3.15(F) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>3.16(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p>
11	Exemplifying Good Citizenship	<p>3.9(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship</p> <p>3.9(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting</p> <p>3.9(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</p> <p>3.11(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four chaplains</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>3.15(F) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>3.16(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p>
12	Heroes	<p>3.11(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four chaplains</p> <p>3.11(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
13	Decision Making	<p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(B) differentiate and compare information about a specific issue or event provided in primary and secondary sources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.14(E) Identify the central claim in a primary or secondary source</p> <p>3.14(F) develop and communicate a claim and supporting evidence visually</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>3.16(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p> <p>3.16(B) use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
Unit 3: Geography		
14	Map Skills	<p>3.4(B) use a scale to determine the distance between places on maps and globes</p> <p>3.4(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
15	Location	<p>3.4(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community</p> <p>3.4(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p>

Week	Title	Standards Covered
		3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
16	Physical Characteristics of Places	3.3(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards 3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 3.14(A) Gather information, including historical and current events and geographic data, about the community using a variety of resources 3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting 3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
17	Modifying and Adapting to the Environment	3.3(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape 3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 3.14(A) Gather information, including historical and current events and geographic data, about the community using a variety of resources 3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting 3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
18	Natural Hazards	3.3(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards 3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources 3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting

Week	Title	Standards Covered
		3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(B) create and interpret timelines 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
19	Human Processes	3.3(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape 3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting 3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas 3.16(B) use problem solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
Unit 4: Culture		
20	Culture	3.10 (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities 3.10 (B) compare ethnic and/or cultural celebrations in the local community with other communities 3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources 3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting 3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps 3.15(A) use social studies terminology correctly 3.15(D) express ideas orally based on knowledge and experiences 3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
21	Cultural Heritage	3.12(A) understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities 3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources

Week	Title	Standards Covered
		<p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
22	Texas Celebrations	<p>3.10(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</p> <p>3.10(B) compare ethnic and/or cultural celebrations in the local community with other communities</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
23	Exploring Our Culture	<p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
Unit 5: Economics		
24	Earning Money	<p>3.5(A) identify ways of earning, spending, saving, and donating money</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
25	Economic Choices	<p>3.5(A) identify ways of earning, spending, saving, and donating money</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
26	Budgeting	<p>3.5(B) create a simple budget that allocates money for spending and saving</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
27	Economic Principles	<p>3.6(A) explain how supply and demand affect the price of a good or service</p> <p>3.6(B) define and identify examples of scarcity</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and map</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
28	Innovators	<p>3.6(C) explain how the cost of production and selling price affect profits</p> <p>3.6(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
Unit 6: History		
29	Timelines	<p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(B) create and interpret timelines</p> <p>3.15(C) apply the terms year, decade, and century to describe historical times</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
30	Scientific Breakthroughs	<p>3.13(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others</p> <p>3.13(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>
31	New Technology	<p>3.13(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.</p> <p>3.13(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p> <p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
32	Sources	<p>3.14(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>3.14(B) differentiate and compare information about a specific issue or event provided in primary and secondary sources</p> <p>3.14(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>3.14(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</p> <p>3.14(E) Identify the central claim in a primary or secondary source</p> <p>3.14(F) develop and communicate a claim and supporting evidence visually</p> <p>3.15(A) use social studies terminology correctly</p> <p>3.15(C) apply the terms year, decade, and century to describe historical times</p> <p>3.15(D) express ideas orally based on knowledge and experiences</p> <p>3.15(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p>

Week	Title	Standards Covered
Unit 1: Geography of Texas		
1	Thinking Like a Texas Geographer	<p>4.6 Geography. The student understands the concept of regions.</p> <p>4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.</p> <p>4.8 Geography. The student understands how people adapt to and modify their environment.</p> <p>4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
2	Map Skills and Location	<p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p>
3	Regions of Texas	<p>4.6(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities</p> <p>4.6(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)</p> <p>4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p>

Week	Title	Standards Covered
		<p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
4	Texas Locations: Then and Now	<p>4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
Unit 2: American Indian Life in Texas		
5	American Indians of Texas	<p>4.1(A) explain the possible origins of American Indian groups in Texas and North America</p> <p>4.1(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apaches, Karankawas, Caddos, and Jumanos</p>

Week	Title	Standards Covered
		<p>4.8(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>4.8(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</p> <p>4.9(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>
6	Culture and Lifestyle of American Indians of Texas	<p>4.1(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apaches, Karankawas, Caddos, and Jumanos</p> <p>4.1(C) describe the cultural regions in which American Indians lived such as the Gulf, Plains, Puebloan, and Southeastern</p> <p>4.9(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting</p> <p>4.12(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
7	American Indians of Texas: Past and Present	<p>4.1(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</p>

Week	Title	Standards Covered
		<p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
Unit 3: Exploration and Settlement		
8	European Exploration	<p>4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion</p> <p>4.2(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
9	Significant Explorers	<p>4.2(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>

Week	Title	Standards Covered
		<p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
10	Early Settlement and Spanish Missions of Texas	<p>4.2(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition and the desire for expansion</p> <p>4.2(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals</p> <p>4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.8(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>

Week	Title	Standards Covered
11	Mexican War of Independence	<p>4.2(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</p> <p>4.2(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</p> <p>4.12(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 4: Revolution, Republic, and Statehood		
12	The Texas Revolution	<p>4.2(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</p> <p>4.3(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(E) identify different points of view about an issue, topic, historical event, or current event</p>

Week	Title	Standards Covered
		<p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
13	Key Figures of the Texas Revolution	<p>4.3(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson and Enrique Esparza</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
14	The Republic of Texas	<p>4.3(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones</p> <p>4.3(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
15	The Annexation of Texas	<p>4.3(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War</p>

Week	Title	Standards Covered
		<p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
16	Texas is Growing	<p>4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.8(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>4.9(B) explain the economic activities early settlers to Texas used to meet their needs and wants</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Lorenzo de Zavala, and other local individuals</p>

Week	Title	Standards Covered
		<p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
Unit 5: Developing a Texas Government		
17	Texas Government	<p>4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>4.15(F) use voting as a method for group decision making</p> <p>4.16(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</p> <p>4.16(B) identify leadership qualities of state and local leaders, past and present</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.22(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p>
18	Important Documents in Texas History	<p>4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution</p>

Week	Title	Standards Covered
		<p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
19	Celebrate Freedom	<p>4.13(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
Unit 6: Civil War and Reconstruction		
20	The Civil War and Texas	<p>4.4(A) describe the impact of the Civil War and Reconstruction on Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p>

Week	Title	Standards Covered
		<p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
21	Reconstruction	<p>4.4(A) describe the impact of the Civil War and Reconstruction on Texas</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
22	Settling the Texas Frontier	<p>4.4(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</p> <p>4.4(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo</p> <p>4.7(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods</p> <p>4.8(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</p> <p>4.8(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</p>

Week	Title	Standards Covered
		<p>4.8(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
23	Texas Railroads	<p>4.4(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries</p> <p>4.7(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p> <p>4.10(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases,</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic and visuals, including graphs, charts, timelines, and maps</p> <p>4.20(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p>

Week	Title	Standards Covered
		<p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
Unit 7: 20th Century Texas		
24	The Great Depression and the Dust Bowl	<p>4.5(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman, and other local notable individuals</p> <p>4.5(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins</p> <p>4.10(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>4.10(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.19(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(F) Identify the central claim in a primary or secondary source</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
25	World War II	<p>4.5(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman, and other local notable individuals</p> <p>4.10(A) describe how the free enterprise system works, including supply and demand</p>

Week	Title	Standards Covered
		<p>4.11(A) identify how people in different regions of Texas earn their living, past and present</p> <p>4.11(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.19(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p>
26	Science and Technology in Texas	<p>4.5(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins</p> <p>4.8(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</p> <p>4.11(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas</p> <p>4.11(D) explain how developments in transportation and communication have influenced economic activities in Texas</p> <p>4.18(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</p> <p>4.18(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
Unit 8: Texas Citizenship and Culture		
27	Citizens: Rights, Responsibilities, and Active Participation	<p>4.15(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects</p>

Week	Title	Standards Covered
		<p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>4.15(E) explain how to contact elected and appointed leaders in state and local governments</p> <p>4.15(F) use voting as a method for group decision making</p> <p>4.19(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>4.19(G) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>4.21(E) Apply foundational language skills to engage in civil discourse about social studies topics including those with multiple perspectives</p> <p>4.22(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p> <p>4.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
28	Texas Citizens	<p>4.15(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</p> <p>4.15(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals</p> <p>4.16(B) identify leadership qualities of state and local leaders, past and present</p> <p>4.19(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(C) express ideas orally based on research and experiences</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
29	Texas Pride	<p>4.14(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument</p> <p>4.14(B) sing or recite "Texas, Our Texas"</p> <p>4.14(C) recite and explain the meaning of the Pledge to the Texas Flag</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.21(A) use social studies terminology correctly</p>

Week	Title	Standards Covered
		<p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
30	Texas Culture	<p>4.14(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</p> <p>4.17(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
31	Texas Arts	<p>4.17(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</p> <p>4.19(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>4.21(A) use social studies terminology correctly</p> <p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
32	Year in Review	<p>4.6(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities</p> <p>4.13(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution</p> <p>4.13(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution</p> <p>4.15(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters and participating in historic preservation and service projects</p> <p>4.15(C) explain the duty of the individual in state and local elections such as being informed and voting</p> <p>4.20(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p>

Week	Title	Standards Covered
		<p>4.21(B) incorporate main and supporting ideas in verbal and written communication</p> <p>4.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>

Week	Title	Standards Covered
Unit 1: Geography of the United States		
1	Maps and Map Tools	<p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.24(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
2	Human-Environment Interaction	<p>5.8(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs</p> <p>5.8(B) analyze the positive and negative consequences of human modification of the environment in the United States</p> <p>5.9(A) explain the economic patterns of early European colonies</p> <p>5.9(B) identify major industries of colonial America such as shipbuilding and growing of cash crops</p> <p>5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>
3	Movement and Settlement in the United States	<p>5.7(A) identify and describe the patterns of settlement such as rural, urban, and suburban</p> <p>5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States</p> <p>5.7(C) analyze the geographic factors that influence the location of the first largest urban areas in the United States and explain their distribution</p> <p>5.12(A) compare how people in different regions of the United States earn a living, past and present</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p>

Week	Title	Standards Covered
		5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic 5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps 5.25(A) use social studies terminology correctly 5.25(B) incorporate main and supporting ideas in verbal and written communication 5.25(C) express ideas orally based on research and experiences 5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
4	Regions of the United States	5.6(A) describe political and economic regions in the United States that result from patterns of human activity 5.6(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation 5.6(C) locate on a map important political features, such as the five largest cities by population in the United States and the fifty states 5.6(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains 5.12(A) compare how people in different regions of the United States earn a living, past and present 5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 5.24(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
5	Political and Economic Regions of the United States	5.6(A) describe political and economic regions in the United States that result from patterns of human activity 5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States 5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States 5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 5.24(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
Unit 2: Colonial America		
6	Exploration and Early Colonization	5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain 5.1(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams 5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"

Week	Title	Standards Covered
		<p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
7	The Colonies and Their Founding	<p>5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</p> <p>5.1(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams</p> <p>5.9(A) explain the economic patterns of early European colonies</p> <p>5.9(B) identify major industries of colonial America such as shipbuilding and growing of cash crops</p> <p>5.10(A) identify the development of the free enterprise system in colonial America and the United States</p> <p>5.11(A) explain how supply and demand affects consumers in the United States</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.23(B) Identify and ask questions about the credibility of different kinds of primary and secondary sources</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>

Week	Title	Standards Covered
8	Colonial Governments	<p>5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</p> <p>5.1(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams</p> <p>5.13(A) compare the systems of government of early European colonists, including representative government and monarchy</p> <p>5.13(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
Unit 3: American Revolution		
9	Road to Revolution	<p>5.2(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party</p> <p>5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.24(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p>
10	American Revolution, Part I	<p>5.2(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party</p> <p>5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</p>

Week	Title	Standards Covered
		<p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.14(A) explain the purposes, key elements, and the importance of the Declaration of Independence</p> <p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.21(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</p> <p>5.23(A) Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) Use social studies terminology correctly</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
11	American Revolution, Part II	<p>5.2(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party</p> <p>5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington; and their motivations and contributions during the revolutionary period</p> <p>5.2(C) summarize the results of the American Revolution, including the establishment of the United States</p> <p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p>

Week	Title	Standards Covered
		<p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
Unit 4: Constitution and Government		
12	A New Nation	<p>5.2(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington; and their motivations and contributions during the revolutionary period</p> <p>5.2(C) summarize the results of the American Revolution, including the establishment of the United States</p> <p>5.3(A) identify the contributions of Founding Fathers James Madison, George Mason who helped create the U.S. Constitution</p> <p>5.15(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.23(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(D) create written and visual material such</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
13	The Constitution	<p>5.14(B) explain the purposes of the U.S. Constitution as identified in the Preamble</p> <p>5.15(A) identify and explain the basic functions of the three branches of government</p>

Week	Title	Standards Covered
		<p>5.15(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</p> <p>5.15(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system</p> <p>5.23(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p> <p>5.23(B) Identify and ask questions about the credibility of different kinds of primary and secondary sources</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
14	The Bill of Rights	<p>5.14(C) explain the reasons for the creation of the Bill of Rights and its importance</p> <p>5.19(A) describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney</p> <p>5.23(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p> <p>5.23(B) Identify and ask questions about the credibility of different kinds of primary and secondary sources</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>

Week	Title	Standards Covered
Unit 5: Westward Expansion - Reconstruction		
15	The War of 1812	<p>5.4(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.16(B) sing or recite "The Star-Spangled Banner" and explain its history</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly.</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
16	Westward Expansion	<p>5.4(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing</p> <p>5.4(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny</p> <p>5.4(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.</p> <p>5.7(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States</p> <p>5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p>

Week	Title	Standards Covered
		<p>5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States</p> <p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
17	The Industrial Revolution	<p>5.4(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing</p> <p>5.4(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States</p> <p>5.7(A) identify and describe the patterns of settlement such as rural, urban, and suburban</p> <p>5.8(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs</p> <p>5.8(B) analyze the positive and negative consequences of human modification of the environment in the United States</p> <p>5.10(A) identify the development of the free enterprise system in colonial America and the United States</p> <p>5.10(B) describe how the free enterprise system works in the United States</p> <p>5.10(C) give examples of the benefits of the free enterprise system in the United States</p> <p>5.11(A) explain how supply and demand affects consumers in the United States</p> <p>5.11(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States</p>

Week	Title	Standards Covered
		<p>5.12(A) compare how people in different regions of the United States earn a living, past and present</p> <p>5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States</p> <p>5.12(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</p> <p>5.22(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
18	The Causes of the Civil War	<p>5.4(D) explain the central role of the expansion of slavery in causing sectionalism over states' rights and the Civil War</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>

Week	Title	Standards Covered
		<p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
19	The American Civil War	<p>5.4(D) explain the central role of the expansion of slavery in causing sectionalism over states' rights and the Civil War</p> <p>5.4(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
20	Building the Peace, 1865-1877	<p>5.4(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p> <p>5.12(A) compare how people in different regions of the United States earn a living, past and present</p> <p>5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.12(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</p> <p>5.15(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system</p>

Week	Title	Standards Covered
		<p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.21(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
21	Building a Union	<p>5.4(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</p> <p>5.4(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.</p> <p>5.10(A) identify the development of the free enterprise system in colonial America and the United States</p> <p>5.10(B) describe how the free enterprise system works in the United States</p> <p>5.11(A) explain how supply and demand affects consumers in the United States</p> <p>5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.24(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</p> <p>5.25(A) use social studies terminology correctly</p>

Week	Title	Standards Covered
		<p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
Unit 6: The United States in the 20th Century		
22	Progressive Reforms and War	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.10(B) describe how the free enterprise system works in the United States</p> <p>5.12(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.22(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>

Week	Title	Standards Covered
		5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
23	The Roaring 20s and the Great Depression	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.10(C) give examples of the benefits of the free enterprise system in the United States</p> <p>5.11(A) explain how supply and demand affects consumers in the United States</p> <p>5.12(A) compare how people in different regions of the United States earn a living, past and present</p> <p>5.12(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p> <p>5.12(C) analyze the effects of immigration and migration on the economic development and growth of the United States</p> <p>5.12(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>

Week	Title	Standards Covered
24	A World at War	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
25	A New Age in America	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.22(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</p>

Week	Title	Standards Covered
		<p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
26	A Changing Nation	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p>

Week	Title	Standards Covered
		<p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
27	A Changing World	<p>5.5(A) explain the significance of issues and events of the 20th century such as, industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics</p> <p>5.11(A) explain how supply and demand affects consumers in the United States</p> <p>5.11(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.22(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>

Week	Title	Standards Covered
Unit 7: The United States in the 21st Century		
28	The 21st Century	<p>5.5(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.22(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</p> <p>5.22(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(F) identify the historical context of an event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication.</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
Unit 8: American Identity		
29	Culture of the United States	<p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p> <p>5.21(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States</p> <p>5.21(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</p> <p>5.23(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p>

Week	Title	Standards Covered
		<p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(E) identify different points of view about an issue, topic, historical event, or current event</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.23(H) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(C) express ideas orally based on research and experiences</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p>
30	National Symbols, Landmarks, and Celebrations	<p>5.16(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant</p> <p>5.16(B) sing or recite The Star-Spangled Banner and explain its history</p> <p>5.16(C) recite and explain the meaning of the Pledge of Allegiance to the United States flag</p> <p>5.16(D) explain the significance of important landmarks, including the White House, the Statue of Liberty and Mount Rushmore</p> <p>5.20(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"</p> <p>5.20(B) explain how examples of art, music, and literature reflect the times during which they were created</p>
31	Celebrate Freedom	<p>5.14(A) explain the purposes, key elements, and the importance of the Declaration of Independence</p> <p>5.14(B) explain the purposes of the U.S. Constitution as identified in the Preamble</p> <p>5.14(C) explain the reasons for the creation of the Bill of Rights and its importance</p> <p>5.19(A) describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney</p> <p>5.23(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</p>

Week	Title	Standards Covered
		<p>5.23(B) Identify and ask questions about the credibility of different kinds of primary and secondary sources</p> <p>5.23(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>5.23(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>5.23(G) Identify the central claim in a primary or secondary sources</p> <p>5.25(A) use social studies terminology correctly</p> <p>5.25(B) incorporate main and supporting ideas in verbal and written communication</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p> <p>5.26(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p> <p>5.26(B) use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
32	Citizens	<p>5.17(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels</p> <p>5.17(B) explain how to contact elected and appointed leaders in local, state, and national governments</p> <p>5.17(C) Use voting as a method for group decision making</p> <p>5.18(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</p> <p>5.18(B) identify leadership qualities of national leaders, past and present</p> <p>5.25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>5.25(E) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p> <p>5.26(A) Use democratic procedures to simulate making decisions on school, local, or state issues</p> <p>5.26(B) use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>

Week	Title	Standards Covered
Unit 1: Introduction to Social Studies		
1	Introduction to Geography: Human and Physical	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.20 Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>6.20(A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;</p> <p>6.20(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;</p> <p>6.20(C) compare various world regions and countries using data from maps, graphs, and charts; and</p> <p>6.20(D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p>

Week	Title	Standards Covered
2	Introduction to Government and Economics	<p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.7(C) understand the importance of ethics in maintaining a functional free enterprise system.</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(C) identify historical origins of democratic forms of government such as Ancient Greece.</p>
3	Introduction to Social Studies Skills	<p>6.19 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p>6.19(A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;</p> <p>6.19(B) analyze information by sequencing, categorizing, identifying</p>

Week	Title	Standards Covered
		<p>cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>6.19(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>6.19(D) identify different points of view about an issue or current topic;</p> <p>6.19(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</p> <p>6.19(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</p> <p>6.21 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>6.21(A) use social studies terminology correctly;</p> <p>6.21(B) incorporate main and supporting ideas in verbal and written communication based on research;</p> <p>6.21(C) express ideas orally based on research and experiences;</p> <p>6.21(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;</p> <p>6.21(E) use effective written communication skills, including proper citations to avoid plagiarism; and</p> <p>6.21(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p> <p>6.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p> <p>6.22(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>
Unit 2: Celebrate Freedom		
4	Celebrate Freedom Week	<p>TEC, §29.907(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of</p>

Week	Title	Standards Covered
		<p>Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p> <p>TEC, §29.907(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: ""We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.""</p>
Unit 3: North America		
5	The Geography of North America	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
6	Government, Economics, and Technology in North America	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.7(C) understand the importance of ethics in maintaining a functional free enterprise system.</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p>

Week	Title	Standards Covered
		<p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>
7	History and Culture of North America	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p>

Week	Title	Standards Covered
		<p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p>

Week	Title	Standards Covered
		<p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
8	Inquiry: North America	
Unit 4: Central America, the Caribbean, South America		
9	Geography of Central America, the Caribbean, and South America	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
10	Government, Economics, and Technology of Central America, the Caribbean, and South America	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p>

Week	Title	Standards Covered
		<p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and</p>

Week	Title	Standards Covered
		environmental impacts that may result from future scientific discoveries and technological innovations.
11	History and Culture of Central America, the Caribbean, and South America	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p>

Week	Title	Standards Covered
		<p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
12	Inquiry: Central America, the Caribbean, and South America	
Unit 5: Europe, Russia, and the Eurasian Republics		
13	Geography of Europe, Russia, and the Eurasian Republics	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of</p>

Week	Title	Standards Covered
		<p>places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
14	Government, Economics, and Technology in Europe, Russia, and the Eurasian Republics	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist</p>

Week	Title	Standards Covered
		<p>economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in</p>

Week	Title	Standards Covered
		<p>societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>
15	History and Culture of Europe, Russia, and the Eurasian Republics	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in</p>

Week	Title	Standards Covered
		<p>common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>

Week	Title	Standards Covered
16	Inquiry: Europe, Russia, and the Eurasian Republics	
Unit 6: Africa (North and Sub-Saharan)		
17	Geography of Africa	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
18	Government, Economics, and Technology in Africa	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources,</p>

Week	Title	Standards Covered
		<p>labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various</p>

Week	Title	Standards Covered
		<p>contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>
19	History and Culture in Africa	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p>

Week	Title	Standards Covered
		<p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
20	Inquiry: Africa	
Unit 7: South and Southwest Asia		
21	Geography of South and Southwest Asia	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p>

Week	Title	Standards Covered
		<p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
22	Government, Economics, and Technology in South and Southwest Asia	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>
23	History and Culture in South and Southwest Asia	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups</p>

Week	Title	Standards Covered
		<p>from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p>

Week	Title	Standards Covered
		<p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
24	Inquiry: South and Southwest Asia	
Unit 8: East and South East Asia		
25	Geography of East and South East Asia	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p>

Week	Title	Standards Covered
		<p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
26	Government, Economics, and Technology in East and South East Asia	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>

Week	Title	Standards Covered
27	History and Culture of East and South East Asia	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel,</p>

Week	Title	Standards Covered
		<p>and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
28	Inquiry: East and South East Asia	
Unit 9: Australia and Oceania		
29	Geography of Australia and Oceania	<p>6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>6.3(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.3(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p>

Week	Title	Standards Covered
		<p>6.3(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>6.4(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>6.4(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>6.5(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>6.5(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p> <p>6.5(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p>
30	Government, Economics, and Technology in Australia and Oceania	<p>6.6 The student understands the factors of production in a society's economy. The student is expected to:</p> <p>6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p> <p>6.6(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.7 The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>6.7(A) compare ways in which various societies organize the production and distribution of goods and services;</p> <p>6.7(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and</p> <p>6.8 The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.8(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>6.8(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</p> <p>6.9 The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>6.9(B) identify reasons for limiting the power of government; and</p> <p>6.9(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p> <p>6.10 The student understands various ways in which people organize governments. The student is expected to:</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many;</p> <p>6.10(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>6.12(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>6.12(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>6.18 The student understands the influences of science and technology on contemporary societies. The student is expected to:</p>

Week	Title	Standards Covered
		<p>6.18(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>6.18(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p> <p>6.18(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>
31	History and Culture of Australia and Oceania	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>6.1(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>6.2(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>6.2(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.13 The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>6.13(A) identify and describe common traits that define cultures and culture regions;</p> <p>6.13(B) define a multicultural society;</p> <p>6.13(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>6.13(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>6.14 The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>6.14(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>

Week	Title	Standards Covered
		<p>6.14(B) compare characteristics of institutions in various contemporary societies; and</p> <p>6.14(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>6.15 The student understands relationships that exist among world cultures. The student is expected to:</p> <p>6.15(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>6.15(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>6.15(C) analyze the impact of improved communication technology among cultures; and</p> <p>6.15(D) identify the impact of cultural diffusion on individuals and world societies.</p> <p>6.16 The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>6.16(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>6.16(B) describe ways in which contemporary issues influence creative expressions; and</p> <p>6.16(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17 The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>6.17(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
32	Inquiry: Australia and Oceania	