




Behavioral Science – The students will understand the actions and reactions of humans and how they interact in groups.		
Culture; Individual Development and Identity; Power, Authority, and Governance; Global Connections Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. understands that societies change for many reasons. 2. recognizes the interdependence of the individual and the group. (21st - E) 3. evaluates social change using primary and secondary source materials. 4. relates the events of the past to our current societal situations. 5. understands that a culture develops as people establish a way of life that works for them. 	<p>I can...</p> <ol style="list-style-type: none"> 1. explain why societies change. 2. give examples of how individuals and groups depend on each other. 3. read and use primary and secondary source material to show how societies change. 4. connect current events to what I know about the past. 5. explain how a culture develops as people build a way of life that works for them. 	<ul style="list-style-type: none"> • Societal Change • Reading Notes 3 <i>Native American Cultural Regions</i> • Reading Notes 12 <i>Declaration of Independence</i> • Interdependence • Reading Notes 6 <i>Early English Settlements</i> • Reading Notes 7 <i>Comparing the Colonies</i> • Reading Notes 10 <i>Growing Tensions between the Colonies and Britain</i> • Source Material • Reading Notes 4 <i>Why Europeans Left for the New World</i> • Reading Notes 12 <i>Declaration of Independence</i> • Teachable moments • Cultural Development • Reading Notes 8 <i>Facing Slavery</i> • Reading Notes 9 <i>Life in Colonial Williamsburg</i>



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Economics – The student will understand the production, distribution, and consumption of goods and services. Culture; People, Places, & Environments; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. understands the roles of scarcity and economic trading and how economic conditions impact people's lives. 2. understands factors that create patterns of interdependence in the world economy. (21 st -F) 3. recognizes how advances in technology impact the global economy. ☑ (21 st -T)	I can... 1. give examples of why people trade what they have too much of to get that they need. 2. interpret why people from one area trade with people from another area. 3. illustrate how technology affects society and its growth.	1. slavery triangle 2. class discussion 3. explorers advances in technology, Reading Notes 4- <i>Why Europeans Left for the New World</i> , Explorer's Log writing, Reading Notes 6- Jamestown and Plymouth

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Geography – The student will understand the interaction between people and their environments. Culture; People, Places, & Environments Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. uses a variety of geographic tools to locate and analyze information about people, places, and environments.   (21 st -T) 2. understands how societies grow and change due to available resources and human-environment interactions. (21 st -T)	I can... 1. use a map, globe, charts, and computer programs to locate and learn about people, places, and environments. 2. give examples of how the available natural resources help shape people’s way of life.	1. Reading Notes 1A, 1B, 1C, 1D <i>Geography of the United States</i> , Create-a-Country culminating project 2. Reading Notes 3 <i>Native American Cultural Regions</i> , Reading Notes 4 and 6 (<i>Early Settlements</i>)

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<p>History – The student will understand the study and analysis of the past and how it can impact current and future events.</p> <p>Culture; Time, Continuity, and Change; Science, Technology, and Society; Civic Ideals and Practices Standards (National Council of Social Studies)</p>		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. understands that the movement of peoples and the expansion of societies are motivated by external and internal influences. 2. identifies how cultures create governments to evolve/adapt due to the movement of people, places, and ideas. 	<p>I can...</p> <ol style="list-style-type: none"> 1. explain how and why groups of people migrate, settle, and explore the expanding frontier. 2. give examples of how and why people create governments to help them build lasting settlements. 	<ol style="list-style-type: none"> 1. Migration, settlement, exploration <ul style="list-style-type: none"> • Reading Notes 2 <i>Native Americans and Their Land</i> (2.3 Migration routes) • Preview Lesson 5 Claiming Land • Lesson 5.5 <i>European Exploration and Settlement Claims</i> in the Americans <ul style="list-style-type: none"> ○ Utilizing the <i>Staking a Claim</i> map series complete a 5 Whys graphic organizer, Example of first question on organizer: What changes do you notice in the amount of land claimed by each European country from 1550-1750? ○ Examples of 5 Whys graphic organizer and description of tool: http://www.theiplgroup.com/5%20Whys%20Template.pdf , http://quality.cr.k12.ia.us/QualityTools/tools/Five_Whys_Description.doc • Lesson 7 ‘Farewell to England’ writing • Reading Notes 16 Westward Movement graphic organizer 2. Creation of Governments <ul style="list-style-type: none"> • Reading Notes 6 <i>Early English Settlements: Jamestown</i> (House of Burgess), Plymouth (Mayflower Compact) • Reading Notes 7 <i>Comparing Colonies</i>: Why was the colony founded?, Who could participate in government?, Creation and presentation of Colonial Billboard • Reading Notes 14 <i>The Constitution</i>: Student Handout 14 Constitutional Power Cards and game • Reading Notes 15 <i>The Bill of Rights</i>

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Student Learning Expectation:	<i>I Can Statement:</i>	**bolded items indicate pieces of evidence with strong connections to SLEs Ideas Regarding Acceptable Evidence of Student Learning:
3. recognizes that people establish governments in response to the changing needs of their society. (21 st - C)	3. describe how cultures adapt because of the movement of people, places, and ideas.	3. Cultural adaptation <ul style="list-style-type: none"> • Lesson 2 Inuit family point of view (written response) • Lesson 3 'It is Hollywood or History?' writing • Reading Notes 3 Native American Cultural Regions: Lesson 3 Response group/oral presentations (Rules of the Road) • Reading Notes 7 Comparing the Colonies
4. explains how individuals can effect substantial changes in a society. (21 st -C)	4. explain how one person can have a big impact on a community.	4. Individual impact <ul style="list-style-type: none"> • Reading Notes 6- <i>Early English Settlements: Jamestown</i> (Captain John Smith) • Reading Notes 11 To Declare Independence or Not: Lesson 11 Loyalist vs. Patriot Panel Debate
5. understands that once individuals' needs are met a group can pursue its wants.	5. explain the difference and relationship between individual and group needs and wants.	5. Wants and needs <ul style="list-style-type: none"> • Reading Notes 6 <i>Early English Settlements</i> (Starving Times) John Smith • Reading Notes 8 <i>Facing Slavery: One Day in the Life</i> writing • Reading Notes 11 <i>To Declare Independence or Not</i>
6. recognizes and then analyze how the events of history are affected by the geographical setting.	6. explain how historical events are affected by geography.	6. Historical events affected by geography <ul style="list-style-type: none"> • Reading Notes 11 Growing Tensions Between the Colonies and Britain: Proclamation of 1763, The Boston Tea Party, The Intolerable Acts
7. understands how actions and reactions of individuals and groups shape history. (21 st - E)	7. explain how people's actions can shape history.	7. People shape history <ul style="list-style-type: none"> • Reading Notes 6- <i>Early English Settlements</i> • Reading Notes 10 Growing Tensions Between the Colonies and Britain(groups), Create a flow chart using Inspiration program to illustrate the sequence of events leading to the Revolutionary War • Reading Notes 11 To Declare Independence or Not (indiv.) • Reading Notes 13 The Revolutionary War (groups) <p>**bolded items indicate pieces of evidence with strong connections to SLEs</p>

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<p>Political Science / Civic Literacy – The student will understand the role, development, and authority of government. The student will understand the rights and responsibilities of being a citizen.</p> <p>Power, Authority, and Governance; Global Connections; Civic Ideals and Practices Standards (National Council of Social Studies)</p>		
<p>Student Learning Expectation:</p>	<p>I Can Statement:</p>	<p>Ideas Regarding Acceptable Evidence of Student Learning:</p>
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes that the growth and survival of a society is dependent upon the civic action of individuals. (21st -C) 2. understands that our current government was established by the Constitution. (21st -C) 3. understands the purpose and function of each of the three branches of government established by the U.S. Constitution. (21st -C) 	<p>I can...</p> <ol style="list-style-type: none"> 1. give examples of individuals who helped shape their societies. 2. explain how our current government is based on the Constitution. 3. explain the purpose and function of the three branches of government. 	<ol style="list-style-type: none"> 1. Civic Action <ul style="list-style-type: none"> • Reading Notes 6 Early English Settlements • Reading Notes 10 Growing Tensions between the Colonies and Britain • Reading Notes 11 To Declare Independence or Not • Reading Notes 13 The Revolutionary War 2. Constitution <ul style="list-style-type: none"> • Reading Notes 14 The Constitution • Reading Notes 15 The Bill of Rights 3. Branches of Government <ul style="list-style-type: none"> • Reading Notes 14 The Constitution <p>**bolded items indicate pieces of evidence with strong connections to SLEs</p>

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