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| **Standard 1: American History**  **Concept 3: Exploration and Colonization** | **S1C3-PO 5**. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.  **I** | I will describe the geographical, cultural, and economic characteristics of the Southern, Middle Atlantic, and New England colonial regions | Application | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Geography, economics, culture, |
| Standard 1: American History  Concept 3: Exploration and Colonization | **S1C3-PO 6.** Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe) who were important to the colonization of America.  **I** | I will identify what was done by important individuals during the colonization of America (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe) | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.kids.gov/k_5/k_5_government.shtml>  <http://www.factmonster.com> | Contributions, colonization, John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe, |
| Standard 1: American History  Concept 3: Exploration and Colonization | **S1C3-PO 7.** Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.  **M** | I will describe the interactions (agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Interaction,  Exchange,  Alliances, conflicts, Native American, Settlers |
| Standard 1: American History  Concept 3: Exploration and Colonization | **S1C3-PO 8.** Describe the causes and effects of triangular trade.  **I** | I will describe the causes and effects of Triangular trade | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Triangular trade, cause, effects, slave trade, molasses, whaling, whale oil, |
| Strand 1: American History  **Concept 4: Revolution and New Nation** | **S1C4-PO 1.** Describe the significance of the following events leading to the American Revolution   1. French and Indian War 2. Proclamation of 1763 3. Tea Act 4. Stamp Act 5. Boston Massacre 6. Intolerable Acts   **I** | I will describe how each event played an important part in leading to the American Revolution: French and Indian War,  Proclamation of 1763, Tea Act, Stamp Act, Boston Massacre, Intolerable Acts | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | American Revolution, French and Indian War,  Proclamation of 1763, Tea Act, Stamp Act, Boston Massacre, Intolerable Acts |
| Strand 1: American History  Concept 4: Revolution and New Nation | **S1C4-PO 2.** Describe the significance of the following events in the Revolutionary War:   1. Declaration of Independence 2. the battles of Lexington and Concord, Saratoga 3. aid from France 4. surrender at Yorktown   **I** | I will describe how each event played an important part in the American Revolution:  Declaration of Independence, the battles of Lexington and Concord, Saratoga, aid from France,  surrender at Yorktown | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Declaration of Independence, the battles of Lexington and Concord, Saratoga, aid from France,  surrender at Yorktown |
| Standard 1: American History  **Concept 10: Contemporary United States** | **S1C10-PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **C** | I will use information for other sources (class discussions, newspapers, magazines, television, internet, books, and maps) to describe current events | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.kidbiz3000.com>  <http://www.animatedatlas.com>  <http://www.kids.gov/k_5/k_5_government.shtml> | newspapers, magazines, television, Internet, books, maps |
| Standard 1: American History  Concept 10: Contemporary United States | **S1C10-PO 2.** Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **C** | I will describe connections between current events and American historical events/issues brought up in class | Evaluation | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.kidbiz3000.com>  <http://www.animatedatlas.com> | newspapers, magazines, television, Internet, books, maps, issues |
| **Strand 2: World History**  **Concept 1: Research Skills for History** | **S2C1-PO 1**. Use the following to interpret historical data:   1. Timelines – B.C.E. and B.C.; C.E. and A.D. 2. graphs, tables, charts, and maps   **M** | I will interpret information about history found in timelines, graphs, tables, charts, and maps | Analysis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.microsoft.com/Educate/CreateTimeline/aspx>  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | B.C.E., B.C., C.E., A.D., timelines, geographic maps, political maps, |
| Standard 2: World History  Concept 1: Research Skills for History | **S2C1-PO 2.** Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).  **M** | I will construct timelines that show events of…. | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.microsoft.com/Educate/CreateTimeline/aspx>  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Timelines, eras, periods, decade, century, millennia, |
| Standard 2: World History  Concept 1: Research Skills for History | **S2C1-PO 3**. Describe the difference between primary and secondary sources.  **M** | I will differentiate between a primary and secondary source used to get information about World History | Analysis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Primary, secondary, sources |
| Standard 2: World History  Concept 1: Research Skills for History | **S2C1-PO 4.** Locate information using both primary and secondary sources.  **M** | I will locate information about World History using primary and secondary sources | Knowledge | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | Primary, secondary, sources |
| Standard 2: World History  Concept 1: Research Skills for History | **S2C1-PO 5.** Describe how archaeological research adds to our understanding of the past. **M** | I will describe how archaeological research helps gather information about World History | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.kidbiz3000.com>  <http://www.animatedatlas.com> | Archeology, artifact, history, historian, |
| Strand 2: World History  **Concept 5: Encounters and Exchange** | **S2C5-PO 1**. Describe the following effects of European exploration, trade, and colonization on other parts of the world:   1. sea routes to Asia 2. colonies established and settled 3. increased power of European countries 4. trade established between Europe, Africa, and Americas 5. introduction of disease and the resulting population decline of Indigenous people 6. triangular trade   **M** | I will be able to describe the effects of European exploration, trade, & colonization on other parts of the world with the sea routes to Asia; (colonies established and settled; increased power of European countries; trade established between Europe, Africa, & Americas, introduction of disease; the resulting population decline of Indigenous people; triangular trade). | Comprehension | United States and Its Neighbors: The World Around Us; Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.kid.nationalgeographic.com/kids>  <http://www.kidbiz3000.com>  <http://www.factmonster.com> | Describe, effects, European exploration, trade, colonization, sea routes, Asia,  Colonies, established, settled, power, European countries, Africa, Americas, disease, population, decline, and Indigenous people. Triangular trade, comprehension |
| Standard 2: World History  Concept 5: Encounters and Exchange | **S2C5-PO 2.** Describe ways in which Spain, France, and England competed for power:  **M** | I will show how Spain, France, and England competed for power | Application | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com> | sea power, sea trade, triangular trade, armada, three G’s (Gold, God, and glory). |
| Standard 2: World History  **Concept 6: Age of Revolution** | **S2C6-PO 1**. Explain the rationale and characteristics of rebellion.  **I** | I will explain the reasons behind and characteristics of rebellion | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com> | rebellion |
| Standard 2: World History  **Concept 9: Contemporary World** | **S2C9 -PO 1.** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **C** | I will use information for other sources (class discussions, newspapers, magazines, television, internet, books, and maps) to describe current events | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.kidbiz3000.com>  <http://www.animatedatlas.com> | newspapers, magazines, television, Internet, books, maps |
| Standard 2: World History  Concept 9: Contemporary World | **S2C9 -PO 2**. Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.  **C** | I will use information for other sources (class discussions, newspapers, magazines, television, internet, books, and maps) to describe current events | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.kidbiz3000.com>  <http://www.animatedatlas.com> | newspapers, magazines, television, Internet, books, maps |
| **Standard 3: Civics/ Government**  **Concept 1: Foundations of Government** | **S3C1 -PO 2.** Recognize the contributions and roles of the following individuals in creating the American government:   1. John Adams 2. Benjamin Franklin 3. Alexander Hamilton 4. Thomas Jefferson 5. James Madison 6. John Marshall 7. George Washington   **I** | I will identify what was done by important individuals during the colonization of America (e.g., John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, George Washington) | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com>  <http://www.animatedatlas.com> | John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, George Washington |
| Standard 3: Civics/ Government  Concept 1: Foundations of Government | **S3C1 -PO 3**. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.  **I** | I will show the conflict between the Federalists and the Anti-Federalist over creating the Constitution and the Bill of Rights | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com> | Conflicts, Federalists, Anti-federalists, Constitution, Amendment, Bill of Rights, rights |
| Standard 3: Civics/ Government  **Concept 2: Structure and Government** | **S3C2 -PO 2.** Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.  **I** | I will show how the design of the Constitution limits central government (such as not allowing a controlling monarchy) | Synthesis | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.brainpop.com> | Constitution, monarchy, centralized government, Articles of Confederacy, Amendments, Three branches of government, Executive branch, Legislative Branch, Judicial Branch |