



STRAND 1: GEOGRAPHY

Unit Title: How Geographers Look at the World

Enduring Understandings:

- Maps are a representation of a place and can change over time.
- Applying geographic knowledge helps us understand the past, interpret the present, and plan for the future.
- There are many ways to describe the location of a place.
- Geographic tools are used to collect, analyze, and interpret data.

Lesson	Lesson Objectives
What Is a Map?	<ul style="list-style-type: none">• Students define what a map is.• Students explain the purpose of various map features. (Some examples: legend/key, grid system, title, scale, compass rose, and symbols.)
Describing Your Location	<ul style="list-style-type: none">• Students explain how they can use cardinal and intermediate directions to describe where something is located.• Students describe the location of a place using cardinal and intermediate directions.• Students use a map scale to determine the distance between two places.
Finding Latitude and Longitude	<ul style="list-style-type: none">• Students define latitude and longitude, naming the Equator and Prime Meridian as the most widely used lines.• Students use latitude and longitude to describe the location of places.• Students use latitude and longitude to make observations about a region or location.
Exploring Maps: Political and Population	<ul style="list-style-type: none">• Students describe the features of a political map.• Students describe the features of a population map.• Students use maps to answer questions about the population and political features of a region.
Locating States and Capitals	<ul style="list-style-type: none">• Students explain how the features of a political map can help them locate a state.• Students use a map to describe the spatial relationship between two or more states.• Students locate the capital city of various states using both cardinal directions and latitude and longitude.

Exploring Maps: Physical and Climate	<ul style="list-style-type: none"> • Students describe the features of a physical map. • Students describe the features of a climate map,. • Students use physical and climate maps to answer questions about a region.
Using a Globe	<ul style="list-style-type: none"> • Students explain the difference between a map and a globe. • Students compare the appearance of a location on a map and a globe to define distortion.
Maps and Technology	<ul style="list-style-type: none"> • Students describe the history of map making and how technology has improved the accuracy of maps. • Students explain how GIS and satellites have changed cartography. • Students analyze a GIS and satellite image to compare it to a map of the area.

Unit Title: Earth's Features

Enduring Understandings:

- Each place has distinctive characteristics that distinguish it from other places.
- Geographic characteristics are divided into two categories: physical characteristics and human characteristics.
- The United States is a large country with a wide variety of different landmasses, important bodies of water, natural resources, and varied climates.
- The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources.

Lesson	Lesson Objectives
Describing a Place	<ul style="list-style-type: none"> • Students define physical and human characteristics of a place. • Students describe the difference between location and place according to geographers. • Students explain how a place changes over time.
Physical Features of Earth	<ul style="list-style-type: none"> • Students identify the major physical features of the United States and North America. • Students use maps to compare and contrast the physical features in different areas.
Continents and Oceans	<ul style="list-style-type: none"> • Students define the term <i>continent</i>. • Students define the term <i>ocean</i>. • Students locate the seven continents and five oceans on a map.
Human Characteristics of a Place	<ul style="list-style-type: none"> • Students identify human-made features of the United States and North America. • Students use maps to describe the human features of a place.
Landforms and People	<ul style="list-style-type: none"> • Students describe different landforms in the U.S. and explain how they develop. • Students explain how the physical environment in regions of the United States influences population, land use, and economic activity.

What Is the Climate?	<ul style="list-style-type: none"> • Students explain how geography influences climate. • Students use maps to predict and describe the climate of various world communities.
Geography and Settlement	<ul style="list-style-type: none"> • Students describe how the geography of a region impacts settlement. • Students compare maps to notice settlement patterns throughout the history of the United States.
Geography and Businesses	<ul style="list-style-type: none"> • Students describe how geography impacts business and economic development of a region. • Students compare various places in North America, explaining the impact of geographic features on business and industry.

Unit Title: Humans and the Environment

Enduring Understandings:

- Over time, humans modify their environment.
- Human activity has both positive and negative effects on a place.
- Land use and human activity can shape and change a community.
- Geography and natural resources shape where and how urban, suburban, and rural communities develop and sustain themselves.
- Colonization and European settlement drastically changed the way land was used in the United States.

Lesson	Lesson Objectives
What Is Human Activity?	<ul style="list-style-type: none"> • Students explain what human activity is. • Students describe how human activity can change the environment and features of a place.
Colonization of the U.S. Changes the Land	<ul style="list-style-type: none"> • Students explain the relationship between Indigenous communities and the environment. • Students describe how colonization changed the landscape through the growth of businesses and cities.
Communities Change over Time	<ul style="list-style-type: none"> • Students compare and contrast different types of communities, explaining how they change over time. • Students explain how science, technology, and industry affect the environment of an area. • Students explain the changes in the U.S. economy in the years after the Civil War.
Urban, Suburban, and Rural Communities	<ul style="list-style-type: none"> • Students explain why people live in different types of communities. • Students describe the environmental effects of building new homes and cities. • Students compare and contrast the characteristics of different types of communities.

Climate Change and Natural Resources of the United States	<ul style="list-style-type: none"> • Students describe the different climate zones in the United States. • Students compare and contrast the major features of the climate zones. • Students explain how human activity impacts the natural resources in an area. • Students examine how human activity affects the environment in an area.
Pollution	<ul style="list-style-type: none"> • Students describe different kinds of pollution. • Students explain what people can do to reduce pollution and protect the environment.
Protecting the Land	<ul style="list-style-type: none"> • Students describe actions they can take to protect the land. • Students explore the actions taken by the government to protect the environment. • Students explain how people and organizations work to protect the land.

Unit Title: Regions of the United States

Enduring Understandings:

- The United States is composed of five regions that are defined by their unique history, topography, cultural traditions, and customs.
- Maps are a tool to analyze the cultural, economic, and physical environment of a region and how this environment affects the development and sustainability of the United States.
- A region is an area with common features that set it apart from other areas.
- A region is defined by its location, physical and natural characteristics, human-environmental interaction, and movement of goods, ideas, and people.

Lesson	Lesson Objectives
Regions of the United States	<ul style="list-style-type: none"> • Students define what a region is and why geographers use them. • Students describe the characteristics and features of the Northeast, the Southeast, the Midwest, the Southwest, and the West.
Regions of the United States: The Northeast	<ul style="list-style-type: none"> • Students describe the characteristics and features of the Northeast, including its geography, climate, history, and culture. • Students explain how the natural resources of the Northeast contribute to its economy.
Regions of the United States: The Southeast	<ul style="list-style-type: none"> • Students describe the characteristics and features of the Southeast, including its geography, climate, history, and culture. • Students explain how the natural resources of the Southeast contribute to its economy.
Regions of the United States: The Midwest	<ul style="list-style-type: none"> • Students describe the characteristics and features of the Midwest, including its geography, climate, history, and culture. • Students explain how the natural resources of the Midwest contribute to its economy.

Regions of the United States: The West	<ul style="list-style-type: none"> • Students describe the characteristics and features of the West, including its geography, climate, history, and culture. • Students explain how the natural resources of the West contribute to its economy.
Regions of the United States: The Southwest	<ul style="list-style-type: none"> • Students describe the characteristics and features of the Southwest, including its geography, climate, history, and culture. • Students explain how the natural resources of the Southwest contribute to its economy.
States Have Regions, Too	<ul style="list-style-type: none"> • Students explain how states can be divided into regions. • Students compare and contrast the regions within a state.

Unit Title: The Economy in Early America

Enduring Understandings:

- Prior to European colonization, American Indians developed and operated vast trade networks throughout the Western Hemisphere.
- American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, and domestic animals. They also exchanged ideas and cultural practices with one another.
- American Indians were influential in trade and exchange economies with partners in Europe during the colonial period, which supported the development and growth of the United States.
- The raw materials and climate of the area influenced the economic systems of the colonies.
- The colonists faced economic challenges that led to the creation of commercial banks.

Lesson	Lesson Objectives
Indigenous Trade Networks	<ul style="list-style-type: none"> • Students define a traditional economy. • Students describe the economies of Indigenous nations. • Students explain the network of trade established by Indigenous nations.
Trade Between Colonies and American Indians	<ul style="list-style-type: none"> • Students describe the network of trade between the colonists and American Indians. • Students analyze the motivations for trade and the effect it had on both groups.
The Fur Trade in North America	<ul style="list-style-type: none"> • Students explain the origins of the fur trade. • Students analyze the growth of the fur trade and the impact it had on American Indians and the growth of the colonies.
Development of Colonial Trade and Economy	<ul style="list-style-type: none"> • Students compare the regional differences in the colonies and how they led to different businesses. • Students explain the Columbian Exchange. • Students analyze the trade and economic relationship between Britain and the colonies.

Money in Colonial Times	<ul style="list-style-type: none"> • Students explain the role of money in a society. • Students describe the problems the colonists faced with coinage and the solutions they developed. • Students compare and contrast money and bartering.
Creation of Banks	<ul style="list-style-type: none"> • Students describe the causes and effects of the creation of the Bank of North America. • Students evaluate the role of banks in a government and explain the formation of the First Bank of the United States.
Mercantilism vs. Free Enterprise System	<ul style="list-style-type: none"> • Students explain mercantilism and how the colonies were used to enhance Britain's wealth. • Students describe the development of the free enterprise system in colonial America and the United States. • Students compare and contrast economies based on mercantilism with those based on a free enterprise system.
Entrepreneurial Spirit in a Young Nation	<ul style="list-style-type: none"> • Students explain how small businesses and entrepreneurs have been the backbone of the American economy since colonial times. • Students describe the role of early entrepreneurs, including Benjamin Franklin, Benjamin Banneker, James Forten, George Peake, and Thomas Jennings. • Students analyze the role of Black businesses in colonial America, examining policies and laws that impacted their growth.

Unit Title: Meeting the Needs of a Community

Enduring Understandings:

- Scarcity impacts the production, distribution, and consumption of goods.
- Scarcity in both natural and human resources leads to trade.
- Because people cannot have everything they want, they have to make choices.
- Entrepreneurs are essential to the U.S. economy, taking risks to build the economy.

Lesson	Lesson Objectives
What Is an Economy?	<ul style="list-style-type: none"> • Students define the term <i>economy</i>. • Students compare different types of economies. • Students explain the difference between goods and services. • Students explore the role of supply and demand in an economy.
Types of Economies	<ul style="list-style-type: none"> • Students describe the different types of world economies (market, command). • Students compare and contrast the economies of Cuba, Canada, and the United States.
What Are Needs and Wants in an Economy?	<ul style="list-style-type: none"> • Students explain the difference between needs and wants. • Students explore how the wants and needs of consumers influence production. • Students examine the choices a business must make to be profitable.

What Is Scarcity?	<ul style="list-style-type: none"> • Students explain what is meant by scarcity. • Students describe the different types of resources within an economy. • Students explore how scarcity results in choices and trade within an economy.
Trade in Our Economy	<ul style="list-style-type: none"> • Students explain why trade is important in an economy. • Students explain the difference between exports and imports. • Students describe how and why specialization occurs.
What Are Taxes?	<ul style="list-style-type: none"> • Students describe taxes and their role in an economy. • Students compare different types of taxes.
Exchange of Goods and Services	<ul style="list-style-type: none"> • Students examine the ways that people exchange goods and services. • Students explain the role of money in the exchange of goods and services.
Entrepreneurs	<ul style="list-style-type: none"> • Students explain the role of entrepreneurs in an economy. • Students describe the reasons, risks, and rewards of starting a business. • Students explore the impact of individuals like John D. Rockefeller, Henry Ford, and Sam Walton on the economy of the United States.

Unit Title: Personal Financial Literacy

Enduring understandings:

- Effective money management is essential to financial stability.
- Spending and saving money has both benefits and costs.
- Personal budgeting means making decisions about benefits and costs.

Lesson	Lesson Objectives
What Is Financial Literacy?	<ul style="list-style-type: none"> • Students explore how to develop financial literacy. • Students explain what it means to be financially responsible. • Students describe how to think critically about personal wants, needs, and goals.
Earning, Saving, and Spending Money	<ul style="list-style-type: none"> • Students explain how people earn money. • Students evaluate choices people make when spending or saving money. • Students examine the importance of a budget.
Saving and Investing Money	<ul style="list-style-type: none"> • Students explain the importance of saving and investing money. • Students compare different types of investments. • Students explain the risks and rewards of investments.
Income and the Minimum Wage	<ul style="list-style-type: none"> • Students explain what an income is and how people earn one. • Students explain what the minimum wage is and compare federal and state minimums. • Students explain how the Fair Labor Standards Act protects workers in the United States.

Exploring Interest and Credit	<ul style="list-style-type: none"> • Students explain credit and why someone might use credit. • Students describe interest and how it impacts decisions.
Setting Personal Finance Goals	<ul style="list-style-type: none"> • Students examine personal finance goals, explaining why someone might set one. • Students define a budget and explain how to develop a budget.

STRAND 3: CIVICS AND GOVERNMENT

Unit Title: Doing Your Part: Civic Participation

Enduring Understandings:

- Citizens have rights, duties, and responsibilities.
- Democratic societies rely on civic participation.
- Throughout history, there have been a number of civic heroes who have positively impacted their community.
- Civic participation involves being informed, participating in positive discourse, and contacting elected officials.

Lesson	Lesson Objectives
What Is Citizenship?	<ul style="list-style-type: none"> • Students define the terms <i>citizen</i> and <i>citizenship</i>. • Students describe the rights and responsibilities of citizenship. • Students explain how they can be good citizens.
Civic Duties and Responsibilities	<ul style="list-style-type: none"> • Students explain the difference between a duty and a responsibility. • Students describe why civic duties are important to a community. • Students evaluate how and why democracy depends on civic responsibilities.
Voting and Elections	<ul style="list-style-type: none"> • Students describe how voting and elections contribute to a democratic society. • Students explain why voting is an important right and responsibility.
Citizens Take Action	<ul style="list-style-type: none"> • Students define the term <i>civic participation</i>. • Students explain the different ways a person can show civic participation. • Students evaluate why it is important for members of a community to be civically involved.
Helping the Community	<ul style="list-style-type: none"> • Students describe how volunteerism is demonstrated and why it is an important component of civic participation in our democracy. • Students explain the role of charitable organizations, school-based programs, and national programs in promoting volunteerism. • Students describe how charitable organizations and programs have contributed to civic engagement and community well-being.
Volunteers in Action	<ul style="list-style-type: none"> • Students evaluate the role individuals like Clara Barton, Adina de Zavala, and Clara Driscoll have played in civic affairs. • Students describe the characteristics of good citizenship.

Unit Title: The Role of Government

Enduring Understandings:

- People develop political systems (governments) to protect individual rights and provide services that promote the common good.
- Constitutions are written plans for governments. The U.S. has a constitution, and each state has a constitution as well.
- The United States government is based on the principle of “consent of the governed.”

Lesson	Lesson Objectives
What Is Government?	<ul style="list-style-type: none">• Students describe the purposes of government.• Students identify types of governments around the world, both past and present.
Representative Government	<ul style="list-style-type: none">• Students explain what is meant by a representative government.• Students compare a representative government to a monarchy and a democracy.• Students examine how the federal and state governments adhere to the characteristics of a representative democracy.
Creating the American Government	<ul style="list-style-type: none">• Students explain the meaning of the phrases “we the people” and “consent of the governed.”• Students describe the system of government outlined under the U.S. constitution.• Students describe the five guiding principles of the constitution.• Students explain how the constitution is a social contract between the government and its citizens.
What Is the Constitution of the United States?	<ul style="list-style-type: none">• Students identify the three parts of the U.S. Constitution.• Students describe the roles and responsibilities of the three branches of the U.S. government.• Students explain the principle of checks and balances and why it is important.
Three Branches of Government	<ul style="list-style-type: none">• Students explain the roles and responsibilities of each branch of government.• Students explain why the founders separated the power within the federal government.• Students explain how checks and balances work in the federal government.
How Laws Are Made	<ul style="list-style-type: none">• Students describe the purpose of laws.• Students identify the steps in the lawmaking process.• Students explain the role of citizens in the lawmaking process.

State and Federal Governments	<ul style="list-style-type: none"> • Students describe the structure of state and federal governments. • Students explain and compare the powers held by the states and the three branches of the federal government. • Students evaluate why the founders divided the power between the state and federal governments.
State and Local Governments	<ul style="list-style-type: none"> • Students identify the role of state constitutions. • Students explain the various structures and functions of state governments in the United States. • Students compare local governments, including county, municipal, and tribal governments.
Political Participation from Colonies to Today	<ul style="list-style-type: none"> • Students describe forms of political participation in the colonial period. • Students identify ways citizens participate in the political process today. • Students analyze how and why political participation has changed throughout history.

Unit Title: Native Nations and Sovereignty

Enduring Understandings:

- Native people continue to fight to maintain the integrity and viability of Indigenous societies.
- The imposition of international, state, reservation, and other borders on Native lands changes relationships between people and their environments, affects how people live, and sometimes isolates tribal citizens and family members from one another.
- American Indian governments uphold tribal sovereignty and promote tribal culture and well-being.

Lesson	Lesson Objectives
Native American Sovereignty	<ul style="list-style-type: none"> • Students define <i>sovereignty</i>. • Students describe the structure of tribal governments. • Students explain the relationship between the federal government and tribal governments.
Sovereignty at Risk	<ul style="list-style-type: none"> • Students explain the impact of colonization on Native American sovereignty. • Students explore how Native nations tried to protect their sovereignty during the American Revolution.
Treaties and the Loss of Land	<ul style="list-style-type: none"> • Students describe treaties that were made between the federal government and Native nations. • Students explore maps to examine the impact of treaties on Native nations.
Native American Constitutions	<ul style="list-style-type: none"> • Students explain the history of Native American constitutions. • Students compare and contrast tribal constitutions to state constitutions and the U.S. Constitution.

**Treaties Still Matter:
Native Nations Today**

- Students explore the current status of Native nations.
- Students describe how Native American nations are working to protect their sovereignty and lands.

STRAND 4: HISTORY

Unit Title: Patriotic Symbols and Traditions

Enduring Understandings:

- National symbols, landmarks, songs, and documents help unite citizens and uphold ideals.
- Celebrations unite us and remind us of what is important.
- Symbols and traditions emphasize what makes us unique as a people and help us forge a bond through shared experiences.

Lesson	Lesson Objectives
The National Anthem of the United States	<ul style="list-style-type: none">• Students explain the history of the U.S. national anthem.• Students explain the role of a national anthem in a nation's identity.
National Landmarks	<ul style="list-style-type: none">• Students explain how a place becomes a national landmark.• Students describe how national landmarks represent the history and heritage of the United States.
National Symbols	<ul style="list-style-type: none">• Students identify national symbols and explain how they represent the ideals of the country.• Students explore primary sources to explain the origins and significance of various national symbols.
State Symbols	<ul style="list-style-type: none">• Students describe state symbols and how they represent the history of the state.• Students compare and contrast state symbols to explain the unique identities of the 50 states.
Holidays in the United States	<ul style="list-style-type: none">• Students explain the origins and significance of holidays that are celebrated in the United States.• Students describe how a holiday becomes a national or federal holiday.
Developing a National Identity	<ul style="list-style-type: none">• Students describe national stories and how they represent values that are important to the country.• Students explain the value of diversity and representation in national stories.

Unit Title: Immigration, Diversity, and Culture in the United States

Enduring Understandings:

- The culture of the United States has been influenced by the people who have immigrated to the United States.
- There is no single American culture, language, or narrative.
- Family relationships, community connections, and geographic factors have always been essential in shaping the cultures of individuals living in the United States.

Lesson	Lesson Objectives
What Is Culture?	<ul style="list-style-type: none">• Students define the term <i>culture</i>.• Students explain how and why cultures change over time.
Cultures Around the World	<ul style="list-style-type: none">• Students explain how migration and movement influence culture.• Students describe how technology and trade impact cultural identity.
Cultures of North America	<ul style="list-style-type: none">• Students explain the influence of Indigenous and European people on North American culture.• Students describe the diversity of cultures in North America.
Indigenous Culture Today	<ul style="list-style-type: none">• Students explain how learning about a group's culture can build understanding.• Students explore Indigenous communities to describe the importance of self-identification.
History of Immigration in the United States	<ul style="list-style-type: none">• Students explain the concept of immigration.• Students analyze stories of immigration to explain why people chose to move to America in the past.
Immigration to the United States (1789–1850)	<ul style="list-style-type: none">• Students explain the motivations and causes for immigration from Europe to the United States from 1789–1850.• Students analyze the consequences (positive and negative) of immigration on the young nation.
Patterns of Settlement	<ul style="list-style-type: none">• Students explain how various groups have settled in regions across the United States.• Students evaluate the influence of these groups on the identity of state and local communities.• Students explore how individuals maintain their personal identity within a community.
Appreciating Differences	<ul style="list-style-type: none">• Students explain the phrase “America is a nation built on immigration.”• Students evaluate the influence of immigration on our national identity.

Unit Title: American Heroes

Enduring Understandings:

- Qualities considered heroic can change over time.
- Cultural values can influence what is considered heroic.
- A hero's values and beliefs can influence others.

Lesson	Lesson Objectives
What Are American Heroes?	<ul style="list-style-type: none">• Students define what it means to be an American hero.• Students examine how the definition of heroes has changed over time.• Students explain how culture and community values influence who is considered a hero.
Honoring American Heroes	<ul style="list-style-type: none">• Students explain how federal, state, and local governments honor American heroes.• Students evaluate how the honoring of individuals reveals the values and history of a community.
Who Is Fred Korematsu?	<ul style="list-style-type: none">• Students describe Fred Korematsu and why he is important to American history.• Students examine the key moments of Fred Korematsu's life and his resistance.• Students evaluate the significance of Fred Korematsu Day.
Who Was Abraham Lincoln?	<ul style="list-style-type: none">• Students explain the division between the Northern and Southern states and the events surrounding the Civil War.• Students describe how Abraham Lincoln led the nation during the Civil War.
Who Was Frederick Douglass?	<ul style="list-style-type: none">• Students describe the institution of slavery in America.• Students explain Frederick Douglass's life and work as an abolitionist.
Harriet Tubman and the Underground Railroad	<ul style="list-style-type: none">• Students describe the importance of the Underground Railroad in U.S. history.• Students describe the differences of views on slavery in the Northern and Southern states.• Students explain why Harriet Tubman is a celebrated historical figure.

Unit Title: Early American Civilizations (Beginning to 1600)

Enduring Understandings:

- Thousands of years ago, small groups of hunters crossed a bridge of land that connected Siberia and Alaska. Eventually, they spread throughout North and South America.
- Early Native American civilizations existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.
- These first peoples influenced later cultures of the region.

Lesson	Lesson Objectives
The First Americans	<ul style="list-style-type: none"> • Students explain the different theories historians have regarding how the first humans migrated to the Americas. • Students trace the migration routes of the first Americans according to different theories. • Students describe the way of life and culture of early Americans.
Peoples of the Far North: The Inuit	<ul style="list-style-type: none"> • Students describe the climate and geography of the Arctic region and how they impacted the Inuit people. • Students explain the cultural aspects of the Inuit people. • Students compare and contrast the Inuit to a related nation, such as the southern Yupik or Unangan (Aleut).
The Ancient Olmec and Maya	<ul style="list-style-type: none"> • Students describe and compare the culture and the religious and political beliefs of the Olmec and Maya civilizations. • Students explain the lasting impacts of each of these civilizations.
The Ancient Aztec and Inca	<ul style="list-style-type: none"> • Students describe the Aztec civilization and culture. • Students describe the Inca civilization and culture. • Students compare and contrast the Aztec and Inca.
Ancestral Pueblo and Mound Builders	<ul style="list-style-type: none"> • Students describe the achievements and way of life of the Ancestral Pueblo and mound builders. • Students compare and contrast the Ancestral Pueblo and the various mound builder cultures.
American Indian Nations of the Southwest	<ul style="list-style-type: none"> • Students describe the way of life of the Hopi, Zuni, Navajo, and Apache. • Students explain the location of the Native American nations of the Southwest and how geography influences their way of life. • Students explain and describe the cultural artwork of these nations. (Hopi Kachina dolls, Navajo rugs and blankets, sand paintings, etc.)
American Indian Nations of the Plains	<ul style="list-style-type: none"> • Students describe the geography and climate of California and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Sioux, the Blackfoot, the Comanche, the Crow, the Arapaho, and the Kiowa.
American Indian Nations of the Southeast	<ul style="list-style-type: none"> • Students describe the geography and climate of the Southeast and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Early Cherokee, Muscogee (Creek), Chickasaw, Choctaw, and Seminole nations. • Students explain how these nations operate under independent governments today.

American Indian Nations of the Great Basin	<ul style="list-style-type: none"> • Students trace the heritage of the Great Basin peoples. • Students describe the geography and climate of the Great Basin and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Shoshone, Ute, and Paiute nations.
American Indian Nations of California	<ul style="list-style-type: none"> • Students describe the geography and climate of California and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Chumash and Yokuts nations.
American Indian Nations of the Northwest Coast	<ul style="list-style-type: none"> • Students describe the geography and climate of Northwest Coast and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Coast Salish and Chinook nations
American Indian Nations of the Plateau	<ul style="list-style-type: none"> • Students describe the geography and climate of the Plateau and how it impacted the Indigenous people who lived there. • Students explain the culture and way of life of the Nez Perce, Yakama, and Walla Walla nations.

Unit Title: European Exploration and the Americas

Enduring Understandings:

- Trade and money motivated European explorers in the 15th and 16th centuries.
- European exploration launched a period of interaction and exchange, which had both positive and negative effects.
- New technologies can encourage new explorations, which create opportunities and challenges.

Lesson	Lesson Objectives
The Age of Exploration	<ul style="list-style-type: none"> • Students explain the reasons for European exploration. • Students describe the establishment of early colonies. • Students describe the impact of exploration and colonization on both the European countries and the Indigenous peoples that were living in the Americas.
Inventions That Shaped European Exploration	<ul style="list-style-type: none"> • Students explore how technological advancements encouraged European exploration. • Students examine how improvements in mapmaking impacted the Age of Exploration.
Columbus and Magellan	<ul style="list-style-type: none"> • Students explain the importance of the first voyage of Christopher Columbus. • Students describe the impact of Columbus's voyage on the Tainos. • Students describe the outcomes of the voyage made by Ferdinand Magellan and his crew.

<p>Portugal and the Age of Exploration</p>	<ul style="list-style-type: none"> • Students explain why Portugal launched missions of exploration. • Students summarize the voyages of Bartolomeu Dias, Vasco da Gama, and Pedro Cabral. • Students explain how Portugal established a trade empire in Africa and Asia.
<p>Spanish Exploration in the Americas</p>	<ul style="list-style-type: none"> • Students describe the effects of Spanish colonization on the Indigenous peoples of the Americas, including the encomienda system. • Students summarize the journeys of Hernán Cortés, Francisco Pizarro, and Vasco Núñez de Balboa. • Students summarize the viewpoints and impact of Bartolomé de Las Casas.
<p>The Founding of St. Augustine, Florida</p>	<ul style="list-style-type: none"> • Students explain the motivations of the early Florida explorers. • Students explain the competition among Spain, France, and England to gain control of Florida. • Students describe the causes and effects of European exploration on the Timucua people in Florida.
<p>British Explorers and the Beginning of the Colonies</p>	<ul style="list-style-type: none"> • Students summarize the voyages of John Cabot. • Students explain how Sir Francis Drake's actions contributed to conflict between England and Spain. • Students explain the role of England's East India Company on exploration.
<p>French Exploration in America</p>	<ul style="list-style-type: none"> • Students summarize the voyages of Giovanni da Verrazano and Jacques Cartier. • Students describe the efforts of Samuel de Champlain, Jacques Marquette, Louis Jolliet, and René-Robert Cavalier, Sieur de La Salle, to build colonies in New France. • Students compare and contrast the French and British approach to colonization.
<p>Dutch Explorers and the Founding of New York</p>	<ul style="list-style-type: none"> • Students explain how the Netherlands came to control the global spice trade. • Students explain why the Dutch established a colony at Cape Town in southern Africa. • Students summarize the expeditions made by Henry Hudson. • Students explore the results of expeditions by Dirk Hartog and Abel Tasman.
<p>European Competition for North America</p>	<ul style="list-style-type: none"> • Students analyze the competition between European nations for control of North America. • Students explain major conflicts and how they led to British control of the colonies.

Unit Title: Colonial America

Enduring Understandings:

- The colonies were divided into three distinct regions each with their own economics, values, and government.
- Various religious values and the search for religious freedom helped shape America.
- People took risks to come to America in search of religious freedom, cheap land, and profit.
- Raw materials and climate influenced the economic systems of the colonies.

Lesson	Lesson Objectives
The Thirteen Colonies	<ul style="list-style-type: none">• Students explain the various reasons for the colonization of North America.• Students describe the political, religious, and economic characteristics of each of the three colonial regions and how they were influenced by climate and resources.• Students compare and contrast the different regions.
Leaders and Founders of North American Colonies	<ul style="list-style-type: none">• Students explain the various reasons why people founded and moved to the colonies.• Students compare and contrast the colonies' leaders and their reasons for coming to North America.
Colonial Governments	<ul style="list-style-type: none">• Students describe the different types of colonial governments: royal, proprietary, and charter.• Students compare and contrast the different colonial governments.• Students discuss the impact of the type of government on the colony.
Jamestown	<ul style="list-style-type: none">• Students describe the settlement of Jamestown including location, challenges, and system of government.• Students analyze the relationship between American Indian nations and the Jamestown settlers.• Students evaluate the impact of the arrival of Africans and Women on the settlement.
Plymouth Colony and the Mayflower Compact	<ul style="list-style-type: none">• Students explain why the Mayflower Compact was written.• Students describe the impact of the Mayflower Compact on the settlers of Plymouth Colony.• Students evaluate the legacy of the Mayflower Compact.
Lost Colony of Roanoke	<ul style="list-style-type: none">• Students describe the reasons for the establishment of the Roanoke Colony.• Students analyze the different theories surrounding the mystery of the Roanoke colony.• Students evaluate the effects of colonialism on Native peoples.
Maryland Colony and the Maryland Toleration Acts	<ul style="list-style-type: none">• Students explain the history of the Maryland colony.• Students describe the religious conflict between Catholics and Puritans.• Students evaluate the impact of the Toleration Acts on both the Maryland colony and the values of the United States.

<p>Daily Life in the American Colonies</p>	<ul style="list-style-type: none"> • Students describe the roles of men, women, children, indentured servants, and enslaved people who lived and worked on farms and plantations. • Students describe life in and the economy of colonial cities. • Students compare and contrast the daily lives of American colonists in cities and rural areas.
<p>Colonial Trade</p>	<ul style="list-style-type: none"> • Students describe trade routes and the economy in the colonies. • Students examine how trade connected the colonies and helped form an American identity.
<p align="center">Unit Title: Slavery in the United States</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Slavery was an American cultural, political, and economic issue. • Slavery divided America both regionally and philosophically. • Slave trade and industries related to slavery represented a significant part of a colony or state's economy. • Many African Americans worked to assist slaves and spoke out against slavery. 	
<p align="center">Lesson</p>	<p align="center">Lesson Objectives</p>
<p align="center">Africa Before Slavery</p>	<ul style="list-style-type: none"> • Students trace the “Gold Road” that connected North Africa and the Mediterranean. • Students identify major African trading hubs.
<p align="center">What Was the Columbian Exchange?</p>	<ul style="list-style-type: none"> • Students define the Columbian Exchange. • Students identify the objects and ideas exchanged during the Columbian Exchange. • Students describe the consequences, positive and negative, for both the New World and the Old World.
<p align="center">Origins of Slavery in America</p>	<ul style="list-style-type: none"> • Students describe chattel slavery and how it differed from indentured servitude. • Students explain the roots of slavery in America. • Students analyze how the declining Indigenous population impacted the transatlantic slave trade.
<p align="center">What Was the Triangular Trade?</p>	<ul style="list-style-type: none"> • Students locate and identify the Triangular Trade. • Students describe the benefits of the Triangular Trade to the regions involved. • Students describe the consequences of the Triangular Trade to the enslaved Africans who were forced to participate in it.
<p align="center">The Middle Passage and the North American Colonies</p>	<ul style="list-style-type: none"> • Students define the Middle Passage and its role in the slave trade. • Students analyze primary sources to describe the conditions and treatment of enslaved people during the Middle Passage.

<p>Slavery in the Colonies</p>	<ul style="list-style-type: none"> • Students describe the impact of slavery on the development of the Southern economy. • Students explore the differing views of slavery in the colonies. • Students examine how the views of slavery impacted the development of the founding documents.
<p>Slavery in the New Nation</p>	<ul style="list-style-type: none"> • Students examine the way the Revolutionary War affected the institution of slavery in the new nation. • Students examine the ways that slavery shaped domestic and foreign policy in the early republic. • Students examine the rapid expansion of cotton slavery across the southern United States.
<p>Slavery and Westward Expansion</p>	<ul style="list-style-type: none"> • Students explain the connection between slavery and westward expansion. • Students examine the impact of westward expansion on the institution of slavery as well as enslaved individuals.
<p>Nat Turner and Slave Rebellions</p>	<ul style="list-style-type: none"> • Students explain the historical events that led to the Nat Turner Rebellion. • Students explain what happened during the Nat Turner Rebellion and when. • Students summarize how the Nat Turner Rebellion influenced the institution of slavery in America.
<p>Who Was Frederick Douglass?</p>	<ul style="list-style-type: none"> • Students describe the institution of slavery in America. • Students explain Frederick Douglass's life and work as an abolitionist.
<p>Harriet Tubman and the Underground Railroad</p>	<ul style="list-style-type: none"> • Students describe the importance of the Underground Railroad in U.S. history. • Students describe the differences of views on slavery in the Northern and Southern states. • Students explain why Harriet Tubman is a celebrated historical figure.
<p>What Was the Civil War?</p>	<ul style="list-style-type: none"> • Students explain the events that led to the Civil War. • Students outline the major battles and outcomes of the Civil War. • Students analyze the importance of the Emancipation Proclamation.
<p>What Was the Reconstruction Era?</p>	<ul style="list-style-type: none"> • Students describe the periods of reconstruction after the Civil War. • Students explain how reconstruction laws were designed to maintain the political and social structure in the South.
<p>Abolition</p>	<ul style="list-style-type: none"> • Students identify causes that led to the abolition of slavery. • Students explain the importance of Juneteenth.
<p>The Lasting Impacts of Slavery</p>	<ul style="list-style-type: none"> • Students explain why slavery is a fundamental part of U.S. history. • Students analyze how the institution of slavery impacts the country today.

Unit Title: American Revolution

Enduring Understandings:

- The events of the American Revolution were influenced by several events that came before it.
- Revolutions can lead to change.
- Conflicts can stem from multiple causes and have multiple results.

Lesson	Lesson Objectives
What Was the American Revolution?	<ul style="list-style-type: none">• Students define the American Revolution.• Students explain the changing relationship between Britain and the colonies prior to the war.• Students describe the roles that George Washington, Thomas Jefferson, John Adams, and Benjamin Franklin played in the revolution.
Causes of the American Revolution	<ul style="list-style-type: none">• Students describe the relationship between Britain and the colonies prior to the war.• Students evaluate the role taxes played in the American Revolution.• Students explain the significance of the Boston Tea Party to the American Revolution.
French and Indian War	<ul style="list-style-type: none">• Students explain the causes and outcome of the French and Indian War.• Students analyze how the war with France was a spark for the American Revolution.
Loyalists and Patriots	<ul style="list-style-type: none">• Students compare and contrast the views of patriots and loyalists.• Students examine primary sources to explore why some people wanted to break from England while others remained loyal.• Students explain the views of key loyalists such as Thomas Paine and Isaac Wilkins.
What Is the Declaration of Independence?	<ul style="list-style-type: none">• Students explain the events that led to the writing of the Declaration of Independence.• Students describe the components of the Declaration of Independence.• Students analyze the significance of the Declaration of Independence.
George vs. George	<ul style="list-style-type: none">• Students compare the leadership of George Washington and King George III during the American Revolution.• Students examine the motivations of George Washington and King George III.• Students evaluate how perspective can influence decisions and actions.
American Revolution: Battles and Outcomes	<ul style="list-style-type: none">• Students describe the major battles and outcomes of the American Revolution.• Students examine the Battle of Yorktown and the Battle of Saratoga as turning points in the war.
Women and the American Revolution	<ul style="list-style-type: none">• Students explain the role of women in the American Revolution.• Students describe the contributions of key women, including Phillis Wheatley, Mercy Otis Warren, Molly Pitcher, and Abigail Adams.

The War and American Indian Nations

- Students explain the stakes of the American Revolution on American Indian nations.
- Students compare the strategies of various nations as they worked to protect their homelands and ways of life.

Unit Title: Creating a New Nation

Enduring Understandings:

- In the early years, the United States had difficulties with other nations.
- Internal economic problems plagued the new nation.
- Problems faced by the young nation made it clear that a new constitution was needed.

Lesson	Lesson Objectives
Threats to a Young Nation	<ul style="list-style-type: none">• Students explain the problems the United States experienced with Spain and Great Britain.• Students explain the problems with taxes and the economy in the new nation.• Students describe the trouble the new government had with foreign trade and treaties.
What Are the Articles of Confederation?	<ul style="list-style-type: none">• Students describe the Articles of Confederation.• Students explain the weaknesses of the Articles of Confederation.
The First and Second Continental Congresses	<ul style="list-style-type: none">• Students explain the goals and outcomes of the First Continental Congress.• Students explain the goals and outcomes of the Second Continental Congress.
Northwest Ordinance and Shays's Rebellion	<ul style="list-style-type: none">• Students explain the Northwest Ordinance and why it was established.• Students evaluate how well the Northwest Ordinance met the goals of eliminating conflict with Native American nations.• Students explain the causes and effects of Shays's Rebellion.
Founders of the United States	<ul style="list-style-type: none">• Students explain how Samuel Adams and John Adams helped to found and guide the United States.• Students explain how Benjamin Franklin and Thomas Jefferson helped to found and guide the United States.
Founding Documents of the United States	<ul style="list-style-type: none">• Students identify the important points in the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i>.• Students explain how the Magna Carta, English Bill of Rights, Mayflower Compact, and <i>Common Sense</i> influenced the founding documents of the United States.

What Is the Constitution of the United States?	<ul style="list-style-type: none"> • Students identify the three parts of the U.S. Constitution. • Students describe the roles and responsibilities of the three branches of the U.S. government. • Students explain the principle of checks and balances and why it is important.
What Is the Bill of Rights?	<ul style="list-style-type: none"> • Students explain the purpose of the Bill of Rights. • Students describe how the Bill of Rights protects people’s basic rights. • Students explain why it is important to protect these rights.
Washington’s Presidency	<ul style="list-style-type: none"> • Students describe the major events that occurred during Washington’s presidency. • Students examine primary and secondary sources to determine the precedents set during George Washington’s time in office. • Students explain how Washington’s presidency affected the future of the U.S. and the office of the President.
What Was the War of 1812?	<ul style="list-style-type: none"> • Students explain the causes and outcomes of the War of 1812. • Students analyze how the war demonstrated that the United States and its people were truly independent from Britain.

Unit Title: Westward Expansion Before the Civil War

Enduring Understandings:

- Throughout the 1800s, Americans moved West, settling lands previously occupied by Native Americans.
- A variety of people helped to open up the West to settlement. They were attracted by the opportunities available and the possibility of a better way of life.
- Settlement in the West resulted in a series of broken treaties with Native Americans and much bloodshed.
- Manifest Destiny was used to justify acquisitions of territory.

Lesson	Lesson Objectives
What Was Westward Expansion in the United States?	<ul style="list-style-type: none"> • Students explain how the United States grew and changed in the 1800s. • Students analyze why the U.S. government encouraged the movement of settlers into new states and territories. • Students evaluate the consequences of westward expansion on Indigenous peoples.
What Was the Louisiana Purchase?	<ul style="list-style-type: none"> • Students explain the Louisiana Purchase, including how it expanded the territory of the United States. • Students analyze the positive and negative effects of the Louisiana Purchase.
What Was the Lewis and Clark Expedition?	<ul style="list-style-type: none"> • Students identify the expedition members and trace the routes they followed to and from the Pacific Ocean. • Students explain the challenges the expedition faced. • Students analyze the impact of the expedition on future westward expansion and the American Indians who lived in the West.

<p>Westward Expansion and American Indian Nations</p>	<ul style="list-style-type: none"> • Students explain the major events of westward expansion in the United States during the 1700s and 1800s. • Students analyze how expansion affected American Indians across the continent.
<p>Erie Canal</p>	<ul style="list-style-type: none"> • Students explain the reasons for constructing the Erie Canal. • Students describe the effect of the Erie Canal on the development of western New York and the transport of people and ideas. • Students explain how the Erie Canal boosted the country's economy and westward expansion.
<p>Transportation in the 19th Century</p>	<ul style="list-style-type: none"> • Students describe how land and water transportation improved in the 19th century. • Students explain how these improvements affected the lives of people in America.
<p>Manifest Destiny</p>	<ul style="list-style-type: none"> • Students explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the nation's westward expansion. • Students explain the motivations and expectations of Americans who settled in the West. • Students explain the strategies of the Five Tribes.
<p>Native American Resistance</p>	<ul style="list-style-type: none"> • Students explain the ways settlers and government officials pushed Native Americans out of their homelands, including broken promises and treaties. • Students describe Tecumseh's idea for resisting the settlers. • Students describe the Battle of Tippecanoe.
<p>Annexation of Texas</p>	<ul style="list-style-type: none"> • Students describe the early settlement of Texas and the role of Stephen Austin. • Students explain the significance of the Alamo. • Students describe how Sam Houston defeated the Mexican army. • Students explain why Texas had to wait to become a state.
<p>Oregon and the Oregon Trail</p>	<ul style="list-style-type: none"> • Students explain why Oregon was valuable to Americans. • Students describe the lifestyle, economic activities, and contributions of the pioneers known as the "mountain men." • Students describe the significance of the Oregon Trail, the use of wagons, and the hardships endured by travelers. • Students explain how the United States and Great Britain avoided a war over Oregon.
<p>Mexican American War</p>	<ul style="list-style-type: none"> • Students analyze why the United States went to war against Mexico. • Students explain why some Americans opposed the war with Mexico. • Students identify Henry David Thoreau and explain the term <i>civil disobedience</i>. • Students identify the states that were created from the land acquired from Mexico.

Settling the Far West

- Students explain why the Mormons (Latter-Day Saints) and Brigham Young settled in Utah.
- Students analyze how the discovery of gold affected the Far West.

STRAND 5: THINKING LIKE A HISTORIAN

Unit Title: Tools of the Trade

Enduring Understandings:

- A historian is a person who studies and writes about people and places in the past.
- Events in local history can be shown on timelines organized by years, decades, and centuries.
- Primary and secondary sources can be used to show change over time.

Lesson	Lesson Objectives
Digging Up the Past	<ul style="list-style-type: none">• Students describe the role of archaeologists in the study of the past.• Students explain how archaeologists gather and interpret data.
Measuring and Organizing Time	<ul style="list-style-type: none">• Students explain how historians use calendars and the dating of events to measure time.• Students explore the role of calendars in different cultures.• Students analyze why calendars differ from culture to culture.
Using Timelines	<ul style="list-style-type: none">• Students explain how timelines can be used to organize information about a particular topic.• Students describe different types of timelines and their purposes.• Students analyze a timeline to understand the goal of the timeline and the information it provides.
What Are Primary and Secondary Sources?	<ul style="list-style-type: none">• Students explain the differences between primary and secondary sources.• Students describe how historians use primary and secondary sources.• Students evaluate how to choose primary and secondary sources with care.
Historians and Geography	<ul style="list-style-type: none">• Students define the term <i>geography</i>.• Students explain the five themes of geography.• Students analyze why geography is important to historians.
Thinking Like a Historian	<ul style="list-style-type: none">• Students explain how historians analyze evidence and sources to learn about the past.• Students describe how historians determine the reliability and credibility of sources.