|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand 1: American History**  **Concept 4: Revolution and New Nation 1700s – 1820** | **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   **M** | I will be able to describe the significance of the events leading to the American Revolution. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.animatedatlas.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.factmonster.com> | Significance, events, American Revolution, French & Indian War, Proclamation of 1763, Tea Act, Stamp Act, Boston Massacre, Intolerable Acts |
| Strand 1: American History  Concept 4: Revolution and New Nation 1700s – 1820 | **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   **M** | I will be able to describe the significance of the events in the Revolutionary War. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Significance, events, Revolutionary War, Declaration of Independence, Battle of Lexington. Battle of Concord, Battle of Saratoga, Aid, France, Surrender, Yorktown |
| Strand 1: American History  Concept 4: Revolution and New Nation 1700s – 1820 | **S1C4-PO** 3. Identify the impact of the following individuals on the Revolutionary War:   1. Benjamin Franklin 2. Thomas Jefferson 3. George Washington 4. Patrick Henry 5. Thomas Paine 6. King George III   **M** | I will be able to identify the impact of the following individual on the Revolutionary War…. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Contributions, Benjamin Franklin  Thomas Jefferson,  George Washington, Patrick Henry,  Thomas Paine,  King George III |
| Strand 1: American History  Concept 4: Revolution and New Nation 1700s – 1820 | **S1C4-PO** 4. Describe how one nation evolved from thirteen colonies through the following events:   1. Constitutional Convention 2. George Washington’s presidency 3. creation of political parties   **M** | I will describe how the events helped the thirteen colonies evolve into one nation: Constitutional convention, George Washington’s presidency, creation of political parties | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Constitutional convention, George Washington’s presidency, creation of political parties |
| Strand 1: American History  **Concept 5: Westward Expansion 1800 – 1860** | **S1C5-PO** 1. Describe the following events of 19th century presidencies of:   1. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark 2. James Madison – War of 1812 3. James Monroe – The Monroe Doctrine 4. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears 5. James Polk – Mexican-American War; discovery of gold in California   **M** | I will describe what happened during the following presidencies: Thomas Jefferson –Louisiana Purchase, explorations of Lewis and Clark, James Madison – War 1812, James Monroe – The Monroe Doctrine, Andrew Jackson – Nationalism, Sectionalism, Trail of Tears, James Polk – Mexican-American War, discovery of gold in California | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Thomas Jefferson Louisiana Purchase, explorations of Lewis and Clark, James Madison, War 1812, James Monroe, The Monroe Doctrine, Andrew Jackson, Nationalism, Sectionalism, Trail of Tears, James Polk, Mexican-American War, discovery of gold in California |
| Strand 1: American History  Concept 5: Westward Expansion 1800 – 1860 | **S1C5-PO** 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.  **M** | I will describe the perspectives of the Native Americans, the settlers, Spanish, the U.S. government, and prospectors of Manifest Destiny | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.factmonster.com> | Native Americans, settlers, Spanish, U. S. Government, prospectors, Manifest Destiny,  perspective |
| Strand 1: American History  Concept 5: Westward Expansion 1800 – 1860 | **S1C5-PO** 3. Identify major westward migration routes of the 19th Century  **M** | I will locate and identify the major migration routes of the 19th Century | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Erie Canal, Mormon trail, Oregon trail,  Transcontinental railroad |
| Strand 1: American History  Concept 5: Westward Expansion 1800 – 1860 | **S1C5-PO** 4. Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.  **M** | I will describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  [http:// ww.kidinfo.com](http://www.kidinfo.com)  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Factories, Industrial Revolution, assembly lines, textile mills, railroads, canals, tenements, factory towns, |
| Strand 1: American History  Concept 5: Westward Expansion 1800 – 1860 | **S1C5-PO** 5. Describe the following individuals’ role in the reform movement before the Civil War:   1. Frederick Douglass 2. Harriet Tubman 3. William Lloyd Garrison 4. Sojourner Truth   **M** | I will show how each individual contributed to the reform movement before the Civil War: Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet | 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>  <http://www.factmonster.com> | Reform movement, Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth |
| Strand 1: American History  **Concept 6: Civil War and Reconstruction 1850 – 1877** | **S1C6-PO** 1. Describe factors leading to the Civil War:   1. role of abolitionists and Underground Railroad 2. sectionalism between North and South 3. westward expansion   **M** | I will describe how the events led to the Civil War: role of abolitionists and the Underground Railroad, sectionalism between North and South, westward expansion | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Abolitionists, the Underground Railroad, sectionalism between North and South, westward expansion, Civil War, |
| Strand 1: American History  Concept 6: Civil War and Reconstruction 1850 – 1877 | **S1C6-PO** 2. Identify the reasons why the following were important events of the Civil War:   * 1. firing on Ft. Sumter   2. major battles   3. delivery of the Emancipation Proclamation   4. Surrender at Appomattox.   **M** | I will show how the following events played a major parts of the Civil War: Firing of Ft. Sumter, major battles, delivery of the Emancipation Proclamation, surrender at Appomattox | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Ft. Sumter, major battles, Bull Run, Antietam, Vicksburg, Gettysburg, total war, Sherman’s March to the Sea, Emancipation Proclamation, Appomattox |
| Strand 1: American History  **Concept 10: Contemporary United States 1970s – Present** | **S1C10-PO** 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  **M** | 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* newspapers, magazines, television, Internet, books, maps,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://kids.nationalgeographic.com/kids>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | newspapers, magazines, television, Internet, books, maps |
| Strand 1: American History  Concept 10: Contemporary United States 1970s – Present | **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)  **M** | 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* newspapers, magazines, television, Internet, books, maps,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://kids.nationalgeographic.com/kids>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | newspapers, magazines, television, Internet, books, maps |
| **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.brainpop.com>,  <http://www.animatedatlas.com>  <http://www.factmonster.com> | B.C.E., B.C., C.E., A.D., timelines, geographic maps, political maps, |
| Strand 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:](http://www.brainpop.com) [[http://www.animatedatlas.com](http://www.brainpop.com)](http://www.animatedatlas.com)  [//www.brainpop.com](http://www.brainpop.com)  <http://www.factmonster.com> | Timelines, eras, periods, decade, century, millennia, |
| Strand 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.brainpop.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Primary, secondary, sources |
| Strand 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.brainpop.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | Primary, secondary, sources |
| Strand 2: World History  **Concept 6: Age of Revolution** | **S2C6-PO** 2. Explain the impact that revolution has on a society.  **M** | I will explain the impact that revolution has on a society. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | Revolution, change, society, overthrow, |
| Strand 2: World History  Concept 6: Age of Revolution | **S2C6-PO** 3. Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).  **M** | I will be able to compare the causes of the American Revolution to other revolutions around the world. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> |  |
| Strand 2: World History  Concept 6: Age of Revolution | **S2C6-PO** 4. Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).  **M** | I will compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia) | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | revolution, taxation without representation, France, Haiti, Mexico, South America, Russia |
| Strand 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).  **M** | I will compare the outcomes of the American Revolution with other revolution around the world (e.g., France, Haiti, Mexico, South America, Russia) | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | revolution, taxation without representation, France, Haiti, Mexico, South America, Russia |
| Strand 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.  **M** | 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  Internet, books, maps,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.animatedatlas.com>  <http://www.factmonster.com> | newspapers, magazines, television, Internet, books, maps |
| **Strand 3: Civics/ Government**  **Concept 3: Functions of Government** | **S3C3-PO 4.** Explain the significance of the Dred Scott Decision.  **M** | I will be able to explain the significance of the Dred Scott Decision. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | Dred Scott Decision |
| Strand 3: Civics/ Government  Concept 3: Functions of Government | **S3C3-PO 5**. Compare the arguments for states’ rights versus the power of the federal government (e.g., the expansion of slavery, taxation). **M** | I will be able to compare the arguments for states’ rights vs. the power of the federal government. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>,  <http://www.kidinfo.com>  <http://www.factmonster.com> | Arguments, states’ rights, power, federal government, expansion of slavery, taxation |
| Strand 3: Civics/ Government  **Concept 4: Rights, Responsibilities, and Roles of Citizenship** | **S3C4-PO 1.** Describe ways an individual can contribute to a school or community  **M** | I will be able to describe ways an individual can contribute to a school or community. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>  <http://pbskids.org/democracy/parentseducators/perfectpresident.html>  <http://learningtogive.org/lessons/unit489/lesson1.html>  <http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm>  <http://www.factmonster.com> | Individual, contribute, school, community |
| Strand 3: Civics/ Government  Concept 4: Rights, Responsibilities, and Roles of Citizenship | **S3C4-PO** 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States. **M** | I will be able to describe the character traits that are important to the preservation & improvement of constitutional democracy in the U.S. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://pbskids.org/democracy/parentseducators/perfectpresident.html>  <http://learningtogive.org/lessons/unit489/lesson1.html>  <http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm>  <http://www.factmonster.com> | Character, traits, respect, responsibility, fairness, involvement, preservation, improvement, constitutional democracy |
| Strand 3: Civics/ Government  Concept 4: Rights, Responsibilities, and Roles of Citizenship | **S3C4-PO** *3.* Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).  **M** | I will be able to describe the importance of citizens being actively involved in the democratic process. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://learningtogive.org/lessons/unit489/lesson1.html>  <http://www.lessonplanspage.com/SSCI3BranchesOfGovernmentAnd3TexasPresidents4.htm>  <http://www.lessonplanspage.com/LARead-AnalyzeIdentifyCharacterTraits45.htm>  <http://www.factmonster.com> | Citizens, actively involved, democratic process |
| **Strand 4: Geography**  **Concept 1: The World in Spatial Terms** | **S4C1-PO** 1. Interpret information from a variety of maps:   1. contour 2. population density 3. natural resource 4. historical maps   **M** | I will be able to Interpret information from a variety of maps. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | Variety, contour, population density, natural resource, historical maps |
| Strand 4: Geography Concept 1: The World in Spatial Terms | **S4C1-PO** 2. Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.  **M** | I will be able to locate features in the world on a map using latitude and longitude. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | continents, waterways, mountain ranges, cities, latitude, longitude, features |
| Strand 4: Geography Concept 1: The World in Spatial Terms | **S4C1-PO 3.** Identify the location of significant geographic features from content studied on a physical or political map.  **M** | I will be able to Identify the location of significant geographic features from content studied on a physical or political map. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | geographic features, location, physical or political map |
| Strand 4: Geography Concept 1: The World in Spatial Terms | **S4C1-PO 4.** Locate physical and human features (e.g., *gulf, delta, isthmus, strait, bay,* *canyon*, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.  **M** | I will be able to locate physical and human features in the United States and world on an appropriate type of map. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | *gulf, delta, isthmus, strait, bay,* *canyon*, swamp, peninsula, province, cape, tree line, physical and human features |
| Strand 4: Geography Concept 1: The World in Spatial Terms | **S4C1-PO 5.** Identify each state on a U.S. map.  **M** | I will be able to Identify each state on a U.S. map. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet,  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | state |
| Strand 4: Geography Concept 1: The World in Spatial Terms | **S4C1-PO 6.** Construct maps, charts, and graphs to display geographic information.  **M** | I will be able to construct maps, charts, and graphs to display geographic information. | Application | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | Geographic information |
| Strand 4: Geography  **Concept 2: Places and Regions** | **S4C2-PO** 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors.  **c**. North and South during the Civil War  **M** | I will be able to describe how the following regions show the concept of region as an area with unifying human or natural factors. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | .North and South, Civil War, regions, concept, human or natural factors, unifying |
| Strand 4: Geography Concept 2: Places and Regions | **S4C2-PO** 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.  **M** | I will be able to describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | geographic characteristics, assistance |
| Strand 4: Geography  **Concept 3: Physical Systems** | Connect with:   * Science Strand 3 Concept 1 Explain the impacts of natural hazards on habitats. * Science Strand 6 Concept 2 Describe lunar cycles, Earth’s revolution and rotation, and gravity. * Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system. .   **M** | I will be able to explain the impacts of natural hazards on habitats.  I will be able to describe lunar cycles, Earth’s revolution and rotation, and gravity.  I will be able to describe the planets, other objects in the solar system, and exploration of the solar system. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://kids.nationalgeographic.com/kids>  <http://www.kidsastronomy.com/index.htm>  <http://www.factmonster.com> | Impacts, natural hazards, habitats.  Lunar cycles, Earth’s revolution & rotation, gravity.  planets, other objects, solar system, exploration |
| Strand 4: Geography  **Concept 4: Human Systems** | **S4C4-PO** 1. Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).  **M** | I will be able to explain why and how boundaries change. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | Westward Expansion, Civil War, Mexican - American War, boundaries |
| Strand 4: Geography  Concept 4: Human Systems | **S4C4-PO** 2. Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.  **M** | I will be able to explain the effects of human migration on places. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | Effects, economic, cultural, environmental, political, human migration, places |
| Strand 4: Geography  **Concept 5: Environment and Society** | **S4C5-PO** 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.  **M** | I will be able to describe the ways European colonists and Native Americans viewed, adapted, and used the environment. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | European colonists, Native Americans, adapted, environment |
| Strand 4: Geography  Concept 5: Environment and Society | **S4C5-PO** 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.  **M** | I will be able to describe the impact that natural events have on human and physical environments. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | Impact, natural events, floods, earthquakes, droughts, human & physical environments |
| Strand 4: Geography  **Concept 6: Geographic Applications** | **S4C6-PO** 1. Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.  **M** | I will be able to describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.kidinfo.com>  <http://www.factmonster.com> | Geographic features, influenced events, past, Original Thirteen Colonies, the Great Plains, the Pacific Northwest, West |
| Strand 4: Geography  Concept 6: Geographic Applications | **S4C6-PO** 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.  **M** | I will be able to use geographic knowledge and skills when discussing current events. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | geographic knowledge & skills, recognizing patterns, mapping, graphing, current events |
| Strand 4: Geography  Concept 6: Geographic Applications | **S4C6-PO 3**. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).  **M** | I will be able to use geography concepts and skills to find solutions for local, state or national problems. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://kids.nationalgeographic.com/kids>  <http://www.factmonster.com> | Geography concepts & skills, recognizing patterns, mapping, graphing, local, state or national problems, shortage, abundance, natural resources |
| **Strand 5: Economics**  **Concept 1: Foundations of Economics** | **S5C1-PO 3.** Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.  **M** | I will be able to identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.brainpop.com>  <http://www.factmonster.com> | voluntary exchange, buyers & sellers, colonial trade, North America |
| Strand 5: Economics  Concept 1: Foundations of Economics | **S5C1-PO 4.** Interpret how trade promoted economic growth throughout U.S. history.  **M** | I will be able to interpret how trade promoted economic growth throughout U.S. history. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com> | Trade, promoted, economic growth |
| Strand 5: Economics  **Concept 2: Microeconomics** | **S5C2-PO 2.** Describe how competition, markets, and prices influence peoples’ behavior.  **M** | I will be able to describe how competition, markets, and prices influence peoples’ behavior. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.kidinfo.com>  <http://www.factmonster.com> | competition, markets, prices influence, peoples’ behavior |
| Strand 5: Economics  **Concept 5: Personal Finance** | **S5C5-PO** 1. Explain how the following are used to purchase goods and services:   1. cash 2. check 3. money order 4. debit card 5. credit card   **M** | I will be able to explain how the following are used to purchase goods and services. | Comprehension | United States and Its Neighbors: The World Around Us  Maps, Graphic Organizers, Dictionary, Atlases, Encyclopedias, Thesauruses; Internet  <http://www.factmonster.com> | Purchase, goods, services |