

<p>Quarter 1</p>	<p align="center">STANDARD 3: GEOGRAPHY</p> <p><i>Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</i></p>
<p align="center">A</p> <p align="center">August 22, 2012 Through September 7, 2012</p>	<p align="center">Indicators which are addressed and assessed</p>
	<p align="center">Resources</p>
	<p align="center">Indicators which are addressed (not necessarily assessed)</p>
	<p><i>Physical Systems</i></p> <p>5.3.5 – Locate the continental divide and the major drainage basins in the United States.</p> <p>5.3.6 – Map and describe the characteristics of climate regions of the United States. <i>Example: Distinguish between the moist eastern region of the United States and the drier western region. Explain how mountain ranges cut off moisture to specific regions.</i></p> <p>5.3.7 – Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</p>
<p>Instructional Strategies/Suggestions</p>	<p>5.3.5 Pgs. 32-34 5.3.6 Pgs. 37-39, 49, 76-78, 83, 87, 91-92, 95 5.3.7 Pgs. 1A-B, 31-32, 44-45, 48-49, 64, 77, 80, 84-85, 91, 225, 242, 453</p>
<p>Websites</p>	<p>http://streaming.discoveryeducation.com; www.brainpop.com; http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
<p>Upcoming Topics Assessed</p>	<ul style="list-style-type: none"> • Ways of life before and after the arrival of Europeans to 1610 • Colonization and settlements: 1607 to 1763

<p>Quarter 1</p>	<p align="center">STANDARD 1: HISTORY</p> <p align="center"><i>Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</i></p>
<p align="center">B</p> <p align="center">September 10, 2012 through September 28, 2012</p>	<p align="center">Indicators which are addressed and assessed</p>
	<p align="center">Resources</p>
	<p align="center">Indicators which are addressed (not necessarily assessed)</p>
	<p><i>Ways of life before and after the arrival of Europeans to 1610</i></p>
	<p>5.1.1 – Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</p> <p align="center"><i>Example: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)</i></p> <p>5.1.2 – Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.</p> <p align="center"><i>Example: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernan Cortes, Hernando de Soto and Fracisco Vasquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White</i></p> <p>5.1.3 – Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</p> <p align="center"><i>Example: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.</i></p> <p>5.1.4 – Locate and compare the origins, physical structure and social structure of early Spanish, French, and British settlements.</p> <p align="center"><i>Example: St. Augustine, Roanoke Island, Santa Fe and Jamestown</i></p> <p><i>Colonization and settlements: 1607 to 1763</i></p>

	<p>5.1.5 – Explain the religious, political and economic reasons for movement of people from Europe to the Americas.</p> <p><i>Example: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade</i></p> <p>5.1.6 – Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.</p> <p>5.1.7 – Identify and locate the 13 British colonies that became the United States and describe daily life.</p> <p><i>Example: Slavery, plantations, town meetings and town markets</i></p>
Instructional Strategies/Suggestions	<p>5.1.1 Pgs: FrameWorks 41, 1A-B, 1-2, 4-5, 52-59, 60-80, 82-87, 88, 91</p> <p>5.1.2 Pgs: FrameWorks 45, 103-107, 110 – 117, 120-138, 143-145, 171, 182-183</p> <p>5.1.3 Pgs: FrameWorks 53, 2-3, 62-68, 70-80, 82-87, 90-91, 95</p> <p>5.1.4 Pgs: 100-101, 148-152, 154-158, 162-167, 170-171, 175-177</p> <p>5.1.5 Pgs: 148-152, 154-158, 162, 167, 170-177, 179, 183-4, 198-204</p>
Websites	<p>http://streaming.discoveryeducation.com; www.brainpop.com;</p> <p>http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Colonization and Settlements: 1607 to 1763 • The American Revolution • Making the United States Constitution and establishing the Federal Republic: 1783 to 1800

Quarter 1	<p style="text-align: center;">STANDARD 1: HISTORY</p> <p style="text-align: center;"><i>Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</i></p>
C	Indicators which are addressed and assessed
	Resources

<p>October 1, 2012 through October 19, 2012</p>	<p style="text-align: center;">Indicators which are addressed (not necessarily assessed)</p> <p><i>Colonization and Settlements: 1607 to 1763</i></p> <p>5.1.8 – Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</p> <p><i>Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, Nathaniel Bacon, George Whitefield and William Penn</i></p> <p><i>The American Revolution:</i></p> <p>5.1.9 – Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p> <p>5.1.10 – Identify major British and American leaders and describe their roles in key events of the war for independence.</p> <p><i>Example: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington; Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congress, and drafting and approval of the Declaration of Independence (1776)</i></p> <p>5.1.11 – Describe foreign aid to the colonies during the American Revolution.</p> <p><i>Example: France aiding the war effort by sending supplies and soldiers to assist the colonies, the Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben</i></p> <p>5.1.12 – Identify contributions of women and minorities during the American Revolution.</p> <p><i>Example: Abigail Adams, Martha Washington, Mercy Otis Warren, Deborah Sampson, James Armistead and Joseph Brant</i></p> <p>5.1.13 – Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.</p> <p><i>Making the United States Constitution and establishing the Federal Republic: 1783 to 1800</i></p> <p>5.1.14 – Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.</p> <p><i>Example: George Washington, James Madison, George Mason, and Alexander Hamilton</i></p>
<p>Instructional Strategies/Suggestions</p>	<p>5.1.8 Pgs: FrameWorks 65, 154-158, 162-167, 198, 204-5, 221, 229-230, 249, 252-259</p> <p>5.1.9 Pgs: 299, 302-308, 310-315, 310-315, 325-329, 332-333, 335, 375-76</p>

	<p>5.1.10 Pgs: FrameWork 69, 294-299, 302-308, 309, 310-322, 324-331</p> <p>5.1.11 Pgs: FrameWork 81, 346-352, 353, 357, 360, 371-375</p> <p>5.1.12 Pgs: FrameWork 77, 302-308, 323, 341-343, 352, 357, 371</p> <p>5.1.13 Pgs: 330-331, 360-361, 365-369. 374, 383, 388-390</p> <p>5.1.14 Pgs: 378-379, 384-385, 389-395, 423, 463</p>
Websites	<p>http://streaming.discoveryeducation.com; www.brainpop.com;</p> <p>http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Human System: Individuals and Cultures • Environment and Society

Quarter 2	<p align="center">STANDARD 3: GEOGRAPHY</p> <p><i>Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</i></p>
<p align="center">A</p> <p align="center">October 22, 2012 through November 9, 2012</p>	Indicators which are addressed and assessed
	Resources
	Indicators which are addressed (not necessarily assessed)
	<p><i>Human System</i></p> <p>5.3.8 – Explain how the Spanish, British and French colonists altered the character and use of land in early America. (Individuals, Society and Culture)</p> <p>5.3.9 – Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing change between 1600 and 1800.</p> <p>5.3.10 – Using historical maps, locate and explain the conflict over the use of land by Native American Indians and the European colonists.</p>

	<p><i>Example: Explain how economic competition for resource, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.</i></p> <p><i>Environment and Society</i></p> <p>5.3.11 – Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.</p> <p><i>Example: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts</i></p> <p>5.3.12 – Describe and analyze how specific physical features influenced historical events and movements.</p> <p><i>Example: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps and George Rogers Clark’s campaign in the Ohio Valley.</i></p>
Instructional Strategies/Suggestions	<p>5.3.8 Pgs: 148, 152, 156-157, 172, 176-177</p> <p>5.3.9 Pgs: 157, 179, 214-247, 221, 225,</p> <p>5.3.10 Pgs: FrameWorks 187, 158, 166-167, 173, 202-204, 255, 258-259</p> <p>5.3.11 Covered Earlier: 1 A-B, 2-3, 44-45, 48-, 58-59, 32-37, 70-75</p> <p>5.3.12 Pgs: 41, 42, 45, 164, 172-173, 175a, 199, 202, 225, 242-243</p>
Websites	<p>http://streaming.discovereducation.com; www.brainpop.com;</p> <p>http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Making the United States Constitution and establishing the Federal Republic: 1783 to 1800 • Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

Quarter 2	STANDARD 1: HISTORY
	<i>Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</i>
B	Indicators which are addressed and assessed
	Resources
November 12, 2012	Indicators which are addressed (not necessarily assessed)

through
November 30, 2012

Making the United States Constitution and establishing the Federal Republic: 1783 to 1800

5.1.15 – Describe the origins and drafting of the Bill of Rights, ratified in 1791.

5.1.16 – Explain the development of the first American political parties and describe early presidential elections.

Example: The elections of 1792 (re-election of George Washington), 1798 (election of John Adams) and 1800 (election of Thomas Jefferson) and the political debate about the role of the federal government.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

5.1.17 – Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776 – 1801.

5.1.18 – Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Example: Johnny Tremain by Esther Forbes, The fighting Ground by Avi and George vs. George by Rosalyn Schanzer

5.1.19 – Using primary* and secondary* sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

Example: Issues regarding quartering of troops, separation from Britain, slavery and the controversy over the presidential election of 1800

5.1.20 – Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

Example: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

5.1.21 – Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Example: Paul Revere, John Singer Sargent, Phyllis Wheatley and Benjamin Franklin

** primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government*

	documents) * secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)
Instructional Strategies/Suggestions	5.1.15 Pgs: 405, 406, 407, 423 5.1.16 Pgs: FrameWorks 137, 137, 408-409, 429 5.1.17 Pgs: 46-47, 49, 96-99, 110, 120, 128, 135, 144-145, 148, 153 5.1.18 Pgs: 192-195, 288-291, 384-385 5.1.19 Pgs: 26, 35, 68, 74, 126, 164, 175, 199, 200, 203, 205, 206-207 5.1.20 Pgs: 168-169, 303, 309, 314, 316, 317, 326,-327, 328, 329, 350, 354, 355, 391 5.1.21 Pgs: 33, 67, 74, 78, 82, 87, 89, 118-119, 121, 140, 166, 175
Websites	http://streaming.discoveryeducation.com ; www.brainpop.com ; http://www.doe.in.gov/achievement/standards/indiana-standard-resources
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Foundations of Government • Functions of Government

Quarter 2	STANDARD 2: CIVICS and GOVERNMENT <i>Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</i>
C December 3, 2012 through December 21, 2012	Indicators which are addressed and assessed
	Resources
	Indicators which are addressed (not necessarily assessed)
	<i>Foundations of Government</i>
	5.2.1 – Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

5.2.2 – Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.

Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641) and Pennsylvania Charter of Privileges (1701)

5.2.3 – Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices.

Example: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

5.2.4 – Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Example: Union, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights**

5.2.5 – Describe and give examples of individual rights guaranteed by the Bill of Rights.

Example: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from reasonable search and seizure

** limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights*

** union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit*

** popular sovereignty: government by consent of the governed who are the source of all authority in their government*

** Republican government: type of government in which power is exercised by representatives chosen by the people.*

** constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power*

** federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States*

** individual rights: personal, political and economic rights possessed equally by each person*

	<p><i>Functions of Government</i></p> <p>5.2.6 – Describe primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.</p> <p>5.2.7 – Describe the three branches of the United States government, their functions and their relationships. <i>Example: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government</i></p>
Instructional Strategies/Suggestions	<p>5.2.1 Pgs: 399, 403, 463</p> <p>5.2.2 Pgs: 164, 167-169, 178, 183, 202, 229, 232-233, 326-327, 375</p> <p>5.2.3 Pgs: 157-158, 164, 167, 169, 179, 210-211, 221, 254, 255</p> <p>5.2.4 Pgs: 326-327, 330-331, 367, 371, 375, 390-394, 399, 407, 423, 463</p> <p>5.2.5 Pgs: 233, 405-407, 409, 423, 463</p> <p>5.2.6 Pgs: 400, 401, 416, 417</p> <p>5.2.7 Pgs: FrameWorks 139, 400, 401, 402-403, 414-415, 423</p>
Websites	<p>http://streaming.discovereducation.com; www.brainpop.com; http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Roles of Citizens • The World in Spatial Terms • Places and Regions

<p>Quarter 3</p>	<p align="center">STANDARD 4: ECONOMICS</p> <p align="center"><i>Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</i></p>
<p align="center">B</p> <p align="center">January 28, 2013 through February 14, 2013</p>	<p align="center">Indicators which are addressed and assessed</p>
	<p align="center">Resources</p>
	<p align="center">Indicators which are addressed (not necessarily assessed)</p>
	<p><i>Economics</i></p>
	<p>5.4.1 – Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.</p> <p>5.4.2 – Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics. <i>Example: Private ownership, markets, competition and rule of law</i></p> <p>5.4.3 – Define types of trade barriers*. <i>* trade barriers: policies that hinder trade such as tariffs, quotas or embargos</i></p> <p>5.4.4 – Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p>5.4.5 – Explain how education and training, specialization and investment in capital resources* increase productivity*.</p> <p>5.4.6 – Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p>

	<p>* <i>capital resources: goods, such as tools, buildings and equipment, used in production</i></p> <p>* <i>productivity: the amount of goods and services produced in a period of time divided by the productive resources used</i></p>
Instructional Strategies/Suggestions	<p>5.4.1 Pgs: 58-59, 62-67, 70-75, 76-80, 82-87, 114-115, 121, 129, 130, 140-143, 155, 172-174</p> <p>5.4.2 Pgs: 215-217, 221, 240-245, 270-271, 275</p> <p>5.4.3 Pgs: 299, 302-306, 311, 312, 335, 340, 375</p> <p>5.4.4 Pgs: 377 A-B, 454, 455-457, 459</p> <p>5.4.5 Pgs: 155, 244-245</p> <p>5.4.6 Pgs: 270-271</p>
Websites	<p>http://streaming.discovereducation.com; www.brainpop.com; http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Economics: Supply & Demand

Quarter 3	<p align="center">STANDARD 4: ECONOMICS</p> <p align="center"><i>Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</i></p>
<p align="center">C</p> <p align="center">February 19, 2013 through March 15, 2013</p>	Indicators which are addressed and assessed
	Resources
	Indicators which are addressed (not necessarily assessed)
	<p>5.4.7 – Predict the effect of changes in supply* and demand* on price.</p> <p>5.4.8 – Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.</p> <p><i>Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.</i></p>

	<p>5.4.9 – Identify the elements of a personal budget and explain why personal spending and saving decisions are important.</p> <p><i>* supply: what producers are willing and able to sell at various prices</i></p> <p><i>* demand: what consumers are willing and able to buy at various prices</i></p> <p><i>* goods: tangible objects, such as food or toys, that can satisfy people’s wants</i></p> <p><i>* services: actions that someone does for someone else, such as dental care or trash removal</i></p>
Instructional Strategies/Suggestions	<p>5.4.7 Pgs: 172, 178</p> <p>5.4.8 Pgs: 172-173, 299, 302-306, 311, 335, 375, 450-451, 456, 459</p> <p>5.4.9 Pgs: 246-247, 249</p>
Websites	<p>http://streaming.discovereducation.com; www.brainpop.com; http://www.doe.in.gov/achievement/standards/indiana-standard-resources</p>
Upcoming Topics Assessed	<ul style="list-style-type: none"> • Economics: ISTEP Practice

Quarter 4	<p align="center">STANDARD 4: ECONOMICS</p> <p align="center"><i>Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</i></p>
<p align="center">A</p> <p align="center">March 18, 2013 through April 12, 2013</p>	Indicators which are addressed and assessed
	Resources
	<i>ISTEP+ Practice</i>
	Indicators which are addressed (not necessarily assessed)

Instructional Strategies/Suggestions	
Websites	http://streaming.discovereducation.com ; www.brainpop.com ; http://www.doe.in.gov/achievement/standards/indiana-standard-resources
Upcoming Topics Assessed	

Quarter 4	STANDARD 4: ECONOMICS <i>Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</i>
B April 15, 2013 through May 10, 2013	Indicators which are addressed and assessed
	Resources
	<i>ISTEP+ Practice</i>
	Indicators which are addressed (not necessarily assessed)
Instructional Strategies/Suggestions	
Websites	http://streaming.discovereducation.com ; www.brainpop.com ; http://www.doe.in.gov/achievement/standards/indiana-standard-resources
Upcoming Topics Assessed	

