

Course Resources:

The United States Unit Outcomes.docx

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Enitre Year						
Unit 1- The Land and Early People <i>(updated 6/6/19)</i>	<p>6-8.SS.BH2.a.m(A) Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>6-8.SS.BH2.b.m(A) Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p> <p>6-8.SS.Geog2.a.m(A) Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p> <p>6-8.SS.Geog2.b.m(A) Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> <p>6-8.SS.Geog2.c.m(A) Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.</p> <p>6-8.SS.Geog4.a.m(A) Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>		<p>Unit 1- Big Idea: How do people interact with their environment and how are they affected by it? - How do the geography and the climate of the United States differ from region and to region? - What was the impact of early North American civilizations? - How did geography and climate affect Native American groups?</p>	<p>Chapter 1- Describe the relative location of the five regions of the US. Identify the United States as a nation in North America. Identify and describe the landform regions of the United States. Locate the landforms of North America on a map. Identify and locate major bodies of water in the United States. Explain why many cities in the United States are located near rivers. Identify the factors that affect climate and vegetation. Describe the climate regions of the United States. Explain how physical features affect human settlement patterns. Describe ways that people use the land and affect the environment. Chapter 2- Describe how the Plains people adapted to their environment. Compare and contrast the ways of life of the different Plains groups. Describe how the Pueblo peoples adapted to their environment. Identify the lifeways of other peoples of the Southwest and the West. Describe how the</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects- various art and writing projects Social Studies Notebook</p>	<p>Stewardship of God's Creation: 1 Peter 4:10 "As each has received a gift, use it to serve one another, as good stewards of God's varied grace." Genesis 2:15 "Then the LORD God took the man and put him into the garden of Eden to cultivate it and keep it."</p>

	<p>6-8.SS.Geog5.a.m(A) Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.BH1.b.m(I) Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>6-8.SS.Econ2.b.m(I) Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>6-8.SS.Geog3.a.m(I) Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p>6-8.SS.Geog5.b.m(I) Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.</p> <p>6-8.SS.Hist2.a.m(I) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p>			<p>peoples of the Pacific Northwest adapted to their environment and used the area's resources to meet their needs.</p> <p>Understand how the peoples of the Arctic survived in a cold climate with limited resources.</p>		
<p>Unit 2- Exploration and Settlement</p> <p><i>(updated 8/4/19)</i></p>	<p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Inq4.b.m(A) Analyze and evaluate the logic, relevance, and accuracy of others' claims,</p>		<p>Unit 2- Big Idea Questions: How did cultural differences and competition for land lead to conflicts among different groups of people in the Americas?</p>	<p>Chapter 3- Explain the reasons for European exploration. Explain the technology that made ocean exploration possible. Describe the</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects-</p>	<p>The Great Commission 16 Then the eleven disciples went to Galilee, to the mountain where Jesus had told them to go. 17 When they saw him, they worshiped him; but some doubted. 18 Then Jesus came to them and said, "All authority in heaven and on earth has been given to me.19 Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit,20 and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."- Matthew 28:16-29</p>

Curriculum Map - Social Studies - 5 Social Studies

taking into consideration potential bias.

6-8.SS.Geog1.a.m(A)
Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

6-8.SS.Geog1.b.m(A)
Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them

6-8.SS.Geog2.b.m(A)
Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

6-8.SS.Geog2.c.m(A)
Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.

6-8.SS.Geog3.a.m(A)
Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

6-8.SS.Geog3.b.m(A)
Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

6-8.SS.Hist2.c.m(A)
Analyze how the historical context influenced the process or nature of the continuity or change that took place.

6-8.SS.Inq2.a.m(I)
Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..

6-8.SS.Inq2.b.m(I)

- Why did Europeans begin to explore different areas of the world?
- What explorers led key expeditions and what routes did they follow?
- How did new settlers and colonists impact native American groups?
- Why did different people come to the English colonies and where did they settle?

aims, obstacles, and accomplishment of early explorers.
Trace the routes of the explorers and identify the areas they claimed.
Describe the aims, obstacles, and accomplishment of the Spanish explorers.
Trace the routes of Spanish explorers and identify their claims.
Describe the aims, obstacles, and accomplishments of the European explorers.
Trace the routes of the explorers and identify the areas they claimed.
Chapter 4-
Locate the lands in North America claimed by Spain.
Describe relations between Spanish settlers and Native Americans.
Learn how the Virginia colony was settled.
Describe the relations between English settlers and Native Americans.
Learn how people lived in the Plymouth Colony.
Describe the cooperation and conflict between settlers and Native Americans.
Explain how English settlers developed ways to govern themselves.
Describe how European nations struggled for control of North America.
Describe the relations between French and Dutch

various art and writing projects
Social Studies Notebook

	<p>Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.b.m(I) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq3.c.m(I) Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>6-8.SS.Hist1.a.m(I) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(I) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>			<p>settlers and Native Americans.</p> <p>Chapter 5- Describe the religious beliefs and practices of the Puritans. Examine relations between Native Americans and settlers. Describe the New England economy and the Middle Passage. Identify the people who founded the Middle Colonies. Describe how religion affected the Middle Colonies. Discuss the lifeways and the economy of the Middle Colonies. Explain why the Southern Colonies were founded. Discuss how slavery influenced daily life in the Southern Colonies. Identify the major industries in the Southern Colonies.</p>		
<p>Unit 3- The American Revolution</p> <p><i>(updated 8/19/19)</i></p>	<p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>		<p>Unit 4- Big Idea: Why was freedom so important to the colonists and why were they willing to suffer terrible hardships and years of war to win it? - What disagreements led to the American Revolution? - Which people and groups impacted the American Revolution? - What were major events and battles of the American Revolution? - How did the American</p>	<p>Chapter 6- Describe the fight to control North America. Describe how alliances between Native Americans and colonists affected the French and Indian War. Identify the laws that caused conflicts in the colonies. Explain the importance of the Committees of Correspondance. Explain why the colonists refused to accept the new laws passed by Parliament. Describe why fighting broke out at Lexington and Concord</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects- various art and writing projects Social Studies Notebook</p>	<p>Submission to Governing Authorities "13 Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. 2 Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. 3 For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and you will be commended. 4 For the one in authority is God’s servant for your good.</p>

6-8.SS.Hist1.a.m(A)
Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

6-8.SS.Hist1.b.m(A)
Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

6-8.SS.Hist2.a.m(A)
Explain patterns of continuity over time in the community, the state, the United States, and the world.

6-8.SS.Hist2.b.m(A)
Explain patterns of change over time in the community, the state, the United States, and the world.

6-8.SS.Hist4.a.m(A)
Explain how the historical context (situation) influences a primary or secondary source.

6-8.SS.Hist4.b.m(A)
Explain the significance of the intended audience of a primary or secondary source

6-8.SS.Hist4.c.m(A)
Explain the significance of the intended purpose of a specific primary or secondary source

6-8.SS.Hist4.d.m(A)
Explain how the POV of the author can influence the meaning of a primary or secondary source.

6-8.SS.Inq1.a.m(I)
Formulate open-ended questions for further research within one of the social studies disciplines.

6-8.SS.Inq2.b.m(I)
Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.

6-8.SS.Inq3.c.m(I)
Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.

6-8.SS.Hist3.a.m(I)
Compare events from United States or world history to a current issue or event

6-8.SS.Hist3.c.m(I)
Hypothesize the direction of current events and

American Revolution affect United States history?

Concord.
Explain the significance of the Second Continental Congress.
Understand the importance of the Battle of Bunker Hill.
Understand the people and events associated with the Declaration of Independence.
Tell why the Declaration of Independence is important and identify its key political concepts.
Chapter 7-
Describe the personal and economic effects of the war.
Explain the roles of the women, African Americans, and native Americans during the war.
Identify the early battles, campaigns and turning points of the Revolution.
Exam the roles of american and British leaders.
Describe how individuals and other nations contributed to the war's outcome.
Identify the major battles and campaigns of the Revolutionary War.
Describe how individuals and other nations contributed to the war's outcome.
Evaluate how the Declaration of Independence changed views on slavery/
Understand the significance of new land policies and thier impact on Naitive Americans.

But if you do wrong, be afraid, for rulers do not bear the sword for no reason. They are God's servants, agents of wrath to bring punishment on the wrongdoer. 5 Therefore, it is necessary to submit to the authorities, not only because of possible punishment but also as a matter of conscience. 6 This is also why you pay taxes, for the authorities are God's servants, who give their full time to governing. 7 Give to everyone what you owe them: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor."- Romans 13:1-7

Curriculum Map - Social Studies - 5 Social Studies

	outcomes based on the past.				
Unit 4- A Growing Nation <i>(updated 8/4/19)</i>	<p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(A) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.BH3.a.m(A) Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.a.m(A) Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist2.b.m(A) Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>6-8.SS.Hist4.a.m(A) Explain how the historical context (situation) influences a primary or secondary source.</p> <p>6-8.SS.Hist4.b.m(A) Explain the significance of the intended audience of a</p>	<p>Unit 4- Big Idea: How did the United States establish a new government and grow larger as more people arrived and lands were acquired? - What were some of the major problems faced by the writers of the Constitution? - How does the Constitution secure our liberty? - How did western settlement affect Native Americans? - What kind of changes did the United States face in the early 1800s?</p>	<p>Chapter 8- Describe how the Constitution set up the government of the United States Explain the importance of the Great Compromise. Use critical-thinking skills to analyze problems and implement solutions. (Conflict Res.) Explain the purpose of the Constitution. Compare the powers and functions of the three branches of government. Describe the struggle to get the Constitution approved. Explain the key rights guaranteed in the Bill of Rights. Describe the development of the United States government. Identify the principles of a constitutional government. Learn how the authority of a democracy comes from its people. Compare the powers granted to citizens, the federal government, and the states.</p> <p>Chapter 9- Describe how early pioneers met the challenges of frontier life. Explain why President Jefferson agreed to buy Louisiana. Describe the expedition to explore the lands of the Louisiana Purchase.</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects- various art and writing projects Social Studies Notebook</p>	<p>Conflict Resolution and making Thoughtful Decisions: Ephesians 4:15" Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ." Matthew 8</p>

the intended audience of a primary or secondary source

6-8.SS.Hist4.c.m(A)

Explain the significance of the intended purpose of a specific primary or secondary source

6-8.SS.Hist4.d.m(A)

Explain how the POV of the author can influence the meaning of a primary or secondary source.

6-8.SS.PS1.a.m(A)

Investigate the components of responsible citizenship. Summarize the importance of rule of law.

6-8.SS.PS1.b.m(A)

Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state

6-8.SS.PS2.a.m(I)

Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.

6-8.SS.PS2.b.m(I)

Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic,

Apply the steps in the decision-making process to historic and present-day situations (Make a thoughtful Decision)

Describe the events of the War of 1812.

Explain the Indian removal Act and the Trail of Tears.

Explain how Texas became a state.

Describe how pioneer traveled west on the Oregon and Mormon trails.

Tell how the United States gained lands after the Mexican-American War.

Describe the California gold rush.

Explain how the canals, steamboats, and railroads improved transportation and shipping.

Describe how new inventions led to the Industrial Revolution.

	<p>democracy).</p> <p>6-8.SS.PS2.c.m(I) Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>				
<p>Unit 5- Civil War Times</p> <p><i>(updated 8/4/19)</i></p>	<p>6-8.SS.Inq1.a.m(A) Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>6-8.SS.Inq4.a.m(A) Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>6-8.SS.Hist1.a.m(A) Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist1.b.m(A) Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p> <p>6-8.SS.Hist2.c.m(A) Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>6-8.SS.Inq1.b.m(I) Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>6-8.SS.Inq3.a.m(I) Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>6-8.SS.Inq3.b.m(I) Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>6-8.SS.Hist4.a.m(I) Explain how the historical context (situation) influences a primary or</p>	<p>Unit 5- Big Idea: What social and economic differences divided the nation and led to war? What challenges did the reunited nation face? - What caused the Civil War? - How did the union win the Civil War? - What happened in the South after the Civil War? - How did the United States change after the Civil War?</p>	<p>Chapter 10- Analyze sectional differences and events leading to the Civil War. Describe legislative acts that dealt with slavery. Explain how the Kansas- Nebraska Act led to conflict. Analyze how the Dred Scott decision affected the United States. Explain the aim and operation of the Underground Railroad. Explain the contributions of women to the antislavery movement. Identify important abolitionists and describe their work. Describe Abraham Lincoln's political career. Analyze the election of 1860. Discuss the Emancipation Proclamation and describe its effects. Identify different groups of Americans who contributed to the Civil war effort. Identify major battles of the Civil War and their results. Analyze the Gettysburg Address and its impact on</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects- various art and writing projects Social Studies Notebook</p>	<p>God's Power Overcomes All Philippians 4:13-"I can do all things through Christ which strengtheneth me." Judges Joshua and the Battle of Jericho</p>

Curriculum Map - Social Studies - 5 Social Studies

	<p>secondary source.</p> <p>6-8.SS.Hist4.b.m(I) Explain the significance of the intended audience of a primary or secondary source</p> <p>6-8.SS.Hist4.c.m(I) Explain the significance of the intended purpose of a specific primary or secondary source</p> <p>6-8.SS.Hist4.d.m(I) Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>			<p>the Civil War. Describe the surrender of General Lee to General Grant at Appomattox Court House.</p> <p>Chapter 11- Analyze plans for the reconstruction of the United States. Analyze the reactions of both Southerners and Northerners to Reconstruction efforts. Examine why many people moved West in the late 1800s. Analyze what happened to native Americans as people moved west. Examine the industries and inventions of the late 1800s that changed how people lived. Analyze how new industries and work demands led to the formation of unions. Identify how population grew and changed after the Civil War. Compare new and old immigrants and describe the challenges both faced. Explain how prejudice against immigrants led to regulations on immigration.</p>		
<p>Unit 6- The United States and the World</p> <p><i>(updated 8/4/19)</i></p>	<p>6-8.SS.Inq2.a.m(A) Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p> <p>6-8.SS.Inq2.b.m(A) Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>6-8.SS.Inq3.a.m(A)</p>		<p>Unit 6- Big Idea: How did the United States become a world power and what new challenges are faced both at home and around the world? - How did the United States become a world power? - How did WWI</p>	<p>Chapter 12- Explain how the United States gained Alaska and Hawaii. Identify the causes and effects of the Spanish-American War. Describe Theodore Roosevelt's role in the building of the Panama Canal, conservation. and</p>	<p>Worksheets Section Review Questions Classroom Observations and Participation Chapter Projects- various art and writing projects Social Studies</p>	<p>Stewardship of God's Creation: 1 Peter 4:10 "As each has received a gift, use it to serve one another, as good stewards of God's varied grace." Genesis 2:15 "Then the LORD God took the man and put him into the garden of Eden to cultivate it and keep it."</p>

Develop a debatable and defensible claim based upon the analysis of sources.

6-8.SS.Inq3.b.m(A)
Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).

6-8.SS.Geog2.a.m(A)
Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).

6-8.SS.Geog2.b.m(A)
Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

6-8.SS.Geog2.c.m(A)
Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.

6-8.SS.Geog4.a.m(A)
Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

6-8.SS.Geog5.b.m(A)
Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.

6-8.SS.Hist1.a.m(A)
Use multiple perspectives to analyze and explain

and WWII affect the United States?
- What challenges and changes did the United States face in the later part of the 20th century?
- What new challenges does the nation face today?

the work of progressives.
Identify the causes of WWI.
Describe the new types of warfare used in WWI.
Discuss how WWI affected life in the United States.
Identify the effects of WWI.
Describe the importance of consumer goods and new art forms in the 1920s.
Explain the stock market crash of 1929 and describe the great Depression.
Identify New Deal programs and describe their effects.
Identify the causes of WWII and the reason for the united States' entry into the war.
Explain how WWII affected life in the United States.
Describe the war in Europe, Africa, and the Pacific.
Identify changes that occurred in countries after WWII.
Examine the creation of the United Nations and the relationship of the United states to the other countries in the fight against communism.
Chapter 13-
Describe how the UN defended South Korea against communist invasion.
Explain how the US and the Soviet Union competed by building weapons and exploring space.
Analyze the factors behind the Cuban Missile Crisis.
Describe the social programs President Johnson started.

Notebook

Curriculum Map - Social Studies - 5 Social Studies

issues or events within and across time periods, events, or cultures.

6-8.SS.Hist1.b.m(A)

Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

6-8.SS.Hist2.c.m(A)

Analyze how the historical context influenced the process or nature of the continuity or change that took place.

6-8.SS.Econ5.a.m(I)

Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

Common Standard

Examine American involvement in the Vietnam War.

Describe how the Civil Rights movement grew during the 1950s and 1960s.

Identify the reasons behind the struggle for civil rights.

Discuss the results of the Civil Rights movement.

Explain how the Watergate scandal forced President Nixon to resign.

Describe the main global and national challenges of the 1970s.

Describe how President Reagan's policies affected the economy and contributed to ending the Cold War.

Explain the cause of the Persian Gulf War.

Describe the achievements of the Clinton Presidency.

Describe acts of terrorism that occurred in the 1990s.

Chapter 14-

Discuss how the disputed presidential election of 200 was resolved.

Describe how terrorism has affected the United States.

Describe the effects of Hurricane Katrina.

Describe the free enterprise economy of the United States.

Explain the factors that affect productivity.

Describe how the American economy has changed over the country's history.

Curriculum Map - Social Studies - 5 Social Studies

Identify important aspects of the American economy today.

Discuss the growth of free trade and globalization.

Analyze the effects of the growth of the American population.

describe the environmental challenges that result from population growth in the United States.