



Multiple Category Scope and Sequence

Monday, June 14, 2021, 7:37AM

	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
<p>Pewaukee District School Kindergarten Social Studies Grade K (D) 2020-2021 13 Curriculum Developers</p>	<p>Citizenship (Week 1, 36 Weeks)</p>	<p>RS: Reportable Standards RS: Kindergarten Social Studies Student</p> <p>Reportable Standard 1: Students can demonstrate the characteristics of prompt, prepared, polite, positive, productive, and persistent.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <hr/> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will establish success skills for college and career readiness.</p> <p>K-I know and can follow classroom and school rules.</p> <p>S-I can demonstrate the ability to follow classroom and school rules.</p> <p>P-I can create a poster to remind students of a school rule.</p> <p>R- I can follow rules to be a safe and responsible student.</p> <p>2. Label each learning target using the</p>	<p>Why are rules important in our classroom? (Contribute)</p> <p>What rules are most important to you? (Compete)</p> <p>How do rules keep us safe? (Care)</p>	<p>rule</p> <p>community</p> <p>citizen</p> <p>safe</p>

				<p>following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
History (Week 1, 38 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Kindergarten Social Studies Student</p> <p>Reportable Standard 4: Students can understand and explain the sequence of a daily routine.</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 2</p> <p>Dimension 2 - History Change, Continuity, and Context</p> <p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students can understand and explain the sequence of a daily routine.</p> <p>K- I know daily routines in the classroom, including a daily schedule.</p> <p>S- I can demonstrate how to follow a daily schedule by preparing for the school day.</p> <p>D- I can create a</p>	<p>How does a schedule help us at school? (Contribute)</p> <p>Can you explain what happens first and last during our school day? (Care)</p>	<p>first</p> <p>next</p> <p>last</p> <p>schedule</p> <p>routine</p>	

			<p>Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>schedule to show a daily schedule.</p> <p>R- I can be prepared for each subject and part of the day by understanding my daily schedule.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	Economics (Week 28, 5 Weeks)	<p>RS: Reportable Standards RS: Kindergarten Social Studies</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the</p>	How do people in our community help us? (Care & Connect)	community helper job

		<p>Student</p> <p>Reportable Standard 2: Students can identify the responsibilities of community helpers.</p>	<p>Grade 2</p> <hr/> <p>Dimension 2 - Economics</p> <p>Exchange and Markets</p> <p>D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>unit.</p> <p>Students can identify the responsibilities of community helpers.</p> <p>K- I know the members of my community and the jobs they do.</p> <p>S- I can demonstrate knowledge of knowing community helpers and the tasks they perform.</p> <p>P- I can act out and explain the jobs of helpers in my community.</p> <p>R- I can become a helpful member of society.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- 	<p>What jobs do community helpers do? (Contribute & Connect)</p> <p>How do community helpers keep us safe? (Connect)</p>	<p>help</p> <p>safe</p>
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				What I can do with what I know		
Geography (Week 12, 5 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Kindergarten Social Studies Student</p> <p>Reportable Standard 3: Students can create a map of a familiar place (bedroom, classroom, house).</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <hr/> <p>Dimension 2 - Geography Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students can create a map of a familiar place.</p> <p>K- I know how to create, read, and understand a map.</p> <p>S- I can demonstrate knowledge of a map by following a map in the school or community.</p> <p>P- I can create a map of a familiar place to show my learning.</p> <p>R- I can understand what a map represents.</p>	<p>How do maps help us? (Compete)</p> <p>What do you need to know to create a map? (Create)</p> <p>What materials do you need to create a map? (Create)</p>	<p>map</p> <p>create</p> <p>materials</p> <p>label</p>	

				<p>target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 1 Social Studies Grade 1 (D) 2020-2021 11 Curriculum Developers	Citizenship (Week 2, 35 Weeks)	RS: Reportable Standards RS: Grade 1 Success Skills for College and Career Readiness Student is Polite and Positive (Respects people and property, demonstrates self-control, follows rules, demonstrates	PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2 Dimension 2 - Civics Civic and Political Institutions D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. National Council for the Social Studies (NCSS), The College, Career,	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. K - I can tell you the rules at PLE K - I can tell you the rules of my classroom. R - I can tell you why the rules at PLE and in my classroom are important.	What makes a good citizen? (contribute) How do actions of others affect individuals and the group? (care) How can we make PLE and our classroom a better place? (connect)	citizen leader authority

		<p>appropriate use of technology)</p> <p>Social Studies Student</p> <p>Reportable Standard 1: Students can identify and explain the importance of rules in a school.</p>	<p>and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p> <p>First Grade Unit 1 Social Studies Scales</p> <p>Social studies - unit 4 - good citizens</p>	<p>R - I can tell you how people's actions affect others.</p> <p>P - I can write the rules of my classroom and PLE.</p> <p>S - I can demonstrate what following a school rule looks like and sounds like.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	Economics (Week 31, 7	RS: Reportable Standards	PRIORITY C3: C3 Framework for Social Studies	1. Identify a comprehensive set of learning targets for	Why are goods and services important to a	producers

	Weeks)	<p>RS: Grade 1 Social Studies Student</p> <p>Reportable Standard 2: Students can identify goods and services that are produced in Pewaukee and how they contribute to our community.</p>	<p>C3: By the End of Grade 2</p> <p>Dimension 2 - Economics Exchange and Markets</p> <p>D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life Social Studies - Unit 3- Beginning Economics First Grade Unit 3 Social Studies Scales</p>	<p><u>each Priority Standard in the context of the unit.</u></p> <p>K & S - I can show and tell you some examples of goods and services.</p> <p>P - I can show the goods and the services that are produced in Pewaukee.</p> <p>R - I can explain to you how the businesses in Pewaukee help our community.</p> <p>K - I can explain the difference between a want and a need and why people save.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make 	<p>community? (contribute)</p> <p>How do we make choices between wants and needs? (compete, care)</p>	<p>sellers</p> <p>buyers</p> <p>goods</p> <p>services</p>
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				<p>learning</p> <ul style="list-style-type: none"> • Reasoning (R)- What I can do with what I know 		
Geography (Week 11, 9 Weeks)	<p>RS: Reportable Standards RS: Grade 1</p> <hr/> <p>Social Studies Student</p> <p>Reportable Standard 3: Students can create a map of the school and discuss the borders of the various places.</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 2</p> <hr/> <p>Dimension 2 - Geography</p> <p>Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>P - I can create a map.</p> <p>R - I can explain how a map helps people.</p> <p>S & K -I can explain and show borders on a map.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- 	<p>What do maps show and what can we learn from them? (compete)</p> <p>How does where we live affect how we live? (contribute)</p> <p>What do you need to create an accurate representation of a location? (create)</p>	<p>borders</p> <p>map</p> <p>compass rose</p> <p>map key</p>	

			<p>Civic Life</p> <p>First Grade Unit 2 Social Studies Scales</p> <p>Social Studies - Unit 2 - Maps</p>	<p>What I can make to show my learning</p> <ul style="list-style-type: none"> • Reasoning (R)- What I can do with what I know 		
History (Week 21, 10 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grade 1 Social Studies Student</p> <p>Reportable Standard 4: Students can order daily events chronologically using sequence vocabulary.</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 2</p> <p>Dimension 2 - History Change, Continuity, and Context</p> <p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p> <p>First Grade Unit 4</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>S - I can put our daily schedule in order.</p> <p>K - I can explain the order of events using sequential words.</p> <p>P - I can help create a year long timeline of our class events.</p> <p>2. Label each learning target using the following categories:</p>	<p>How does ordering events across time help you reflect on the past? (contribute, connect, compete)</p>	<p>history</p> <p>sequential</p> <p>culture</p> <p>past/present/future</p>	

			<u>Social Studies Scale</u>	<p>What I need to know</p> <ul style="list-style-type: none"> • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 2 Social Studies Grade 2 (D) 2020-2021 11 Curriculum Developers	Citizenship (Week 2, 9 Weeks)	<p>RS: Reportable Standards RS: Grade 2 Success Skills for College and Career Readiness Student is</p> <p>Polite and Positive (Respects people and property, demonstrates self-control, follows rules, demonstrates appropriate use of technology)</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2 Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>K- I can tell you the rules of PLE and classroom</p> <p>K- I can tell you the rules of my community</p> <p>S- I can demonstrate what a rule looks like and sounds like</p> <p>P- I can write the rules for our classroom</p> <p>R- I can tell you how</p>	<p>What makes a good citizen? (connect)</p> <p>How do actions of others affect individuals and the group? (care)</p> <p>How can we make the PLE community a better place? (create)</p>	<p>Citizen</p> <p>Rights</p> <p>Volunteer</p> <p>Government</p> <p>Rules</p> <p>Laws</p>

			<p>the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>other people's actions affect others</p> <p>R- I can tell you why the rules at school and in the community are important</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	Geography- Mapping Our World (Week	RS: PRIORITY: Reportable Standards	PRIORITY C3: C3 Framework for Social Studies	1. Identify a comprehensive set of learning targets for each Priority Standard	Why are maps important? (connect)	compass rose

	28, 3 Weeks)	<p>RS: Grade 2 Social Studies Student</p> <p>Reportable Standard 3: Students can construct a representation our community</p>	<p>C3: By the End of Grade 2</p> <p>Dimension 2 - Geography Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p><u>in the context of the unit.</u></p> <p>K- I can use maps to help me understand the world better.</p> <p>S- I can identify the different types of maps and the different map elements (map scale, map key, compass rose...)</p> <p>S- I can locate our community of Pewaukee on a Wisconsin map.</p> <p>P- I can produce a model of our Pewaukee community.</p> <p>R- I will be able to tell what makes Pewaukee a community and some of the communities points of interest.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- 	<p>How do maps help us understand the world better? (connect)</p> <p>What do you need to create a representation of a familiar place? (create)</p> <p>How many continents and oceans are there in the world?</p>	<p>map key</p> <p>map scale</p> <p>globe equator</p> <p>continents</p> <p>oceans</p>
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				<p>to show my learning</p> <ul style="list-style-type: none"> • Reasoning (R)- What I can do with what I know 		
	<p>History-Communities Today and in the Past (Week 36, 5 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grade 2 Social Studies Student</p> <p>Reportable Standard 4: Students can compare and contrast their life today to the past</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2 Dimension 2 - History Change, Continuity, and Context</p> <p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p> <p>D2.His.2.K-2. Compare life in the past to life today.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>K, S, R- I can compare and contrast life in the past to today.</p> <p>P- I can create a timeline of how a specific object has changed over time (phones, cars, tvs,)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I 	<p>How do communities change over time?</p> <p>**How does culture shape a community?</p> <p>How does a person influence others or their communities?</p> <p>How does ordering events across time help you reflect on the past? (complete)</p>	<p>time line</p> <p>historians</p> <p>rebuild</p>

			Civic Life	<ul style="list-style-type: none"> can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
Economics and Government (Week 9, 6 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grade 2</p> <p>Social Studies Student</p> <p>Reportable Standard 2: Identify the benefits and costs of making various personal decisions.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <p>Dimension 2 - Economics Economic Decision Making</p> <p>D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>K,S- I can explain how I can make responsible choices.</p> <p>P- I can show how money moves through a community.</p> <p>2. Label each learning target using the following categories:</p>	<p>How do we make responsible consumer choices? (connect)</p> <p>How do people and communities meet their needs? (connect)</p>	<p>community</p> <p>citizen</p> <p>rights</p> <p>government</p> <p>consumers</p>	

			College, Career and Civic Life	<ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 3 Social Studies Grade 3 (D) 2020-2021 11 Curriculum Developers	Geography (Week 1, 10 Weeks)	RS: Reportable Standards RS: Grade 3 Social Studies Student Reportable Standard 2: Students can create a representation of our county and explain how the important elements are connected.	PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5 Dimension 2 - Geography Geographic Representations: Spatial Views of the World D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.2.3-5. Use maps, satellite	Geography <ul style="list-style-type: none"> • Pewaukee, Waukesha County • Wisconsin • USA • North America • World (Continents, Oceans, Equator, Prime Meridian, Hemispheres, Compass Rose) LEARNING TARGET/s: <i>I CAN...</i> Make connections with	Where is our community of Pewaukee on a Wisconsin map and US map? How do geographic features influence people and communities? Where am I on the map? What connections can I make with maps?	Pewaukee (City) Waukesha (County) Wisconsin (State) United States (Country) North America (Continent) Map Continents Oceans

			<p>images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>my community, people and places. (K, R)</p> <p>Identify the city I live in within my county, state and country. (S)</p> <p>Locate the seven continents and major bodies of water on a map of the world. (S)</p> <p>Demonstrate an understanding of the way in which different communities have been formed/affected because of their geographic characteristics. (K, R)</p> <p>Demonstrate the ability to read a map and cardinal directions. (S)</p>		<p>Equator</p> <p>Prime Meridian</p> <p>Compass Rose</p> <p>Hemisphere</p>
	<p>History/Culture (Week 11, 10 Weeks)</p>	<p>RS: Reportable Standards RS: Grade 3 Social Studies Student</p> <p>Reportable Standard 3: History: Students can compare life in</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <p>Dimension 2 - Geography Human-Environment Interaction: Place, Regions, and Culture</p>	<p>History/Culture</p> <ul style="list-style-type: none"> • Past vs. Present • Culture influence people's lives <p>LEARNING TARGET/s:</p>	<p>How does life today compare to life in the past?</p> <p>How does culture influence the way people live?</p>	<p>Culture</p> <p>Ethnicity</p> <p>Diversity</p> <p>Past</p> <p>Present</p> <p>..</p>

		<p>the past to life today.</p>	<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p> <p>Dimension 2 - History Change, Continuity, and Context</p> <p>D2.His.2.K-2. Compare life in the past to life today.</p> <p>C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Geography</p> <p>Human-Environment Interaction: Place, Regions, and Culture</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>Global Interconnections: Changing Spatial Patterns</p> <p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) . . .</p>	<p><i>I CAN...</i></p> <p>Demonstrate an understanding of the relationship between the past and present. (K)</p> <p>Demonstrate an understanding of the way in which a given location influences the way in which people live. (K)</p> <p>Appreciate similarities and differences among communities around our city, state, world. (R)</p> <p>Recognize examples of language, literature, art, music, dance and religions as expressions of cultures around the world. (K, S)</p>	<p>Why do cultures change over time?</p> <p>How do we celebrate differences within various cultures/ ethnicities?</p>	
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			<p>Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>			
Civics (Week 21, 8 Weeks)	<p>RS: Reportable Standards RS: Grade 3</p> <hr/> <p>Success Skills for College and Career Readiness Student is</p> <p>Polite and Positive (Respects people and property, demonstrates self-control, follows rules, demonstrates appropriate use of technology)</p> <p>Social Studies Student</p> <p>Reportable Standard 1: Civic/Economic: Students can explain what a government is and what they provide for our community.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <hr/> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>D2.Civ.5.K-2. Explain what governments are and some of their functions.</p> <p>C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>D2.Civ.5.3-5. Explain the origins, functions,</p>	<p>Civic</p> <ul style="list-style-type: none"> • Classroom Rules • Citizenship • Community • Government <p>LEARNING TARGET/s:</p> <p><i>I CAN...</i></p> <p>Demonstrate an understanding of the role citizens, leaders and rules play in a school/community. (S, K)</p> <p>Compare and contrast different styles of governments in various communities around the world. (S, R)</p> <p>Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations,</p>	<p>What is my role as a citizen in my community?</p> <p>What is the role of the government? How do we know when something is unfair/unjust?</p>	<p>Government</p> <p>Laws</p> <p>Branches of Government</p> <p>Levels of Government Justice</p> <p>Peaceful Resolution</p> <p>Responsibilities</p>	

			<p>and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>and families. (S, R)</p> <p>Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly. (justice) (S, K)</p> <p>Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc (S, R)</p>		
Economics (Week 29, 8 Weeks)	<p>RS: Reportable Standards RS: Grade 3</p> <hr/> <p>Social Studies Student</p> <p>Reportable Standard 1: Civic/Economic: Students can explain what a government is and what they provide for our community.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 2</p> <hr/> <p>Dimension 2 - Economics The National Economy</p> <p>D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.</p> <p>The Global Economy</p> <p>D2.Eco.14.K-2. Describe why people in one country trade</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>I can demonstrate an understanding of the way in which people depend on each other for goods and services (producer/consumer). (S, R)</p> <p>I can distinguish among natural, capital, and human resources. (K)</p> <p>I can compare and contrast the ways in which various</p>	<p>Why are resources important?</p> <p>How does economics affect people?</p> <p>What are goods and services (producers and consumers)?</p>	<p>Product/Goods</p> <p>Supply</p> <p>Demand</p> <p>Consumer</p> <p>Producer</p> <p>Economic</p> <p>Money</p> <p>Banking</p> <p>Junior Achievement</p>	

			<p>with people in other countries.</p> <p>C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Economics Exchange and Markets</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>communities provide for the needs of their people. (S, R)</p> <p>I can explain the role of money in making exchange easier. (S, R)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 4 Social	Current Events (Week 1, 38 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <hr/> <p>RS: Grade 4 Social Studies</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <hr/> <p>C3: By the End of Grade 5</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the</p>	How might I become a better decision maker?	<p>Current Event</p> <p>Fact vs. Opinion</p>

<p>Studies Grade 4 (D) 2020-2021 10 Curriculum Developers</p>		<p>Student</p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze Wisconsin and the United States.</p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p>	<p>Dimension 2 - Geography Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>Dimension 4 - Communicating Conclusions & Taking Informed Action Taking Informed Action</p> <p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver</p>	<p><u>unit.</u></p> <p>*I can use maps and other geographic representations, geospatial technologies, and spatial thinking to acquire, understand, and communicate current event information.(S)</p> <p>*I can show the differences and similarities between groups of people and can explain how they impact the lives of those groups. (R)</p> <p>*I can demonstrate what it means to be a citizen of our classroom, the larger community and our country.</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- 	<p>How can I effectively communicate my ideas to others through speaking and writing?</p>	<p>Analyze</p> <p>Evaluate</p>
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			Spring, MD: NCSS, 2013). College, Career and Civic Life	What I can do with what I know		
Citizenship (Week 1, 38 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grade 4</p> <p>Social Studies Student</p> <p>Reportable Standard 3: Students are able to describe the benefits and challenges of working with others.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5</p> <p>Dimension 1 - Developing Questions & Planning Inquiries Constructing Compelling Questions</p> <p>D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).</p> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p> <p>Dimension 4 - Communicating Conclusions & Taking Informed Action</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>*I can identify and explain the individual's responsibility to family, peers, and the community, including the need for mutual respect.(S)</p> <p>*I can explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation (P)</p> <p>*i can explain the basic purpose of government in American society, recognizing the three levels of government. (S)</p> <p>*I can locate, organize, and use relevant information to understand</p>	How can you be a responsible and respectful person in the classroom, in the school, and in the community?	<p>Mutual Respect</p> <p>Civility</p> <p>Responsibility</p> <p>Rules</p> <p>Community</p>	

			<p>Action</p> <p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>or school, while taking into account the viewpoints and interests of different groups and individuals (R)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	Thinking Like a Historian (Week 20, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grade 4</p> <hr/> <p>Social Studies Student</p>	<p>PRIORITY WI: Social Studies (2018) Grades 3-5</p> <hr/> <p>History Standard SS.Hist4: Wisconsin students</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p>	<p>*How do we tell our state's story?</p> <p>*What does it mean to Think Like a Historian?</p>	<p>artifacts</p> <p>Cause and Effect</p> <p>Change and Continuity</p>

		<p>Reportable Standard 4: I can analyze past and present by Thinking Like A Historian</p>	<p>will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.i</p> <p>Describe the intended purpose of a specific primary or secondary source.</p> <p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 5</p> <p>Dimension 2 - History Historical Sources and Evidence</p> <p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>Dimension 3 - Evaluating Sources & Using Evidence Developing Claims and Using Evidence</p> <p>D3.3.3-5. Identify evidence that draws information from</p>	<p>I can explain how we tell our state's story (K)</p> <p>I can demonstrate how to Think Like a Historian. (S)</p> <p>I can identify the kinds of evidence Historians use. (K)</p> <p>I can use evidence to write a story about the past (P)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 	<p>*What kinds of evidence do Historians use?</p> <p>*How do Historians use evidence to write history?</p>	<p>document</p> <p>evidence</p> <p>historian</p> <p>interpret</p> <p>investigate</p> <p>primary sources</p> <p>Thinking Like a Historian</p> <p>Through Their Eyes</p> <p>Turning Points</p> <p>Using the Past</p>
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			<p>multiple sources in response to compelling questions.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
WI Geography (Week 23, 5 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grade 4</p> <p>Social Studies Student</p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze Wisconsin and the United States.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 3-5</p> <p>Geography</p> <p>Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. Geog1.a: Tools of Geography SS.Geog1.a.4-5</p> <p>Summarize how location (absolute and relative) affects people, places, and environment.</p> <p>Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns. Geog2d. Urbanization SS.Geog2.d.4-5</p> <p>Identify the location and patterns of cities within our state and country.</p> <p>PRIORITY C3: C3</p>	<ul style="list-style-type: none"> I can explain how we locate Wisconsin among neighboring states, in a region, in the United States, in a continent, in a hemisphere, and on a globe (K) I can show how to reading maps helps us learn more about the state, region, nation, and world where we live (S) I can discuss ways regions in Wisconsin are different from one another, how they are similar (R) <p>Tie in Regions with Informational writing/reading</p> <p>Use culturegrams</p> <p>National geographic</p>	<p>What major turning points shaped the area that we see and live in today? What features of a Wisconsin region attracted people to settle and live here?</p>	<p>Title</p> <p>Legend</p> <p>Cardinal</p> <p>Scale</p> <p>Symbols</p> <p>Coordinates</p> <p>Longitude</p> <p>Latitude</p> <p>Parallels</p> <p>Meridian</p> <p>Landmarks</p> <p>Key</p> <p>Survey</p>	

			<p>Studies C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Geography Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>	<p>Chapter 2</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
Change (Week 28, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grade 4</p> <hr/> <p>Social Studies Student</p> <p>Reportable Standard 3:</p>	<p>PRIORITY WI: Social Studies (2018) Grades 3-5</p> <hr/> <p>Behavioral Sciences Standard SS.BH2: Wisconsin students will investigate and interpret</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p>	<p><u>CHAPTER 4</u></p> <p>How did the lives of Wisconsin Indians change because of the fur trade?</p>	<p><u>CHAPTER 4</u></p> <p>American Revolution</p> <p>British</p>	

		<p>Students are able to describe the benefits and challenges of working with others.</p> <p>Reportable Standard 4: I can analyze past and present by Thinking Like A Historian</p>	<p>interactions between individuals and groups (Sociology). BH2.a: Relationship of people and groups SS.BH2.a.4</p> <p>5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p>Economics Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues. Econ1.a: Choices and Decision - Making SS.Econ1.a.3</p> <p>Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>	<p>Reportable Standard 3: Students are able to describe the benefits and challenges of working with others.</p> <p>CHAPTER 4:</p> <p>* I can discuss how early explorers found their way in Wisconsin. (P)</p> <p>CHAPTER 5:</p> <p>* I can explain how Native people's ideas about land use affected their understanding of treaty-making. (R)</p> <p>* I can identify the reasons Wisconsin became a territory. (K)</p> <p>* I can identify the steps for Wisconsin becoming a state. (S)</p> <p>* I can explain how our state constitution defined the way our government works today. (P)</p> <p>Reportable Standard 4: I can analyze past and present by Thinking Like A Historian</p> <p>CHAPTER 4:</p> <p>* I can determine how</p>	<p>What kinds of changes in the fur trade in Wisconsin were so large that historians see them as turning points?</p> <p>How are explorations and exchanges still part of what we do today?</p> <p><u>CHAPTER 5</u></p> <p>How did Native peoples' ideas about land use affect their understanding of treaty-making?</p> <p>How did the signing of treaties affect Wisconsin Indians and new settlers? How did our state constitution define the way our government still works today?</p> <p> Unit 4 Resources</p> <p> BioPoem</p> <p> Unit 4</p>	<p>Europeans</p> <p>exchange</p> <p>French and Indian War</p> <p>fur trade</p> <p>Jean Nicolet</p> <p>Jesuit missionaries</p> <p>Metis</p> <p>portage</p> <p>War of 1812</p> <p><u>CHAPTER 5</u></p> <p>Black Hawk War</p> <p>capital</p> <p>capitol</p> <p>code</p> <p>citizens</p> <p>executive</p> <p>federal</p> <p>frontier</p> <p>governor</p>
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				<p>exploration and exchange are still part of what we do today. (R)</p> <p>* I can analyze how and why lead mining in the early 1800's changed life in Wisconsin. (K)</p> <p>* I can determine how the lives of Wisconsin Indians changed because of the fur trade. (P)</p> <p>* I can identify the kinds of changes in the fur trade in Wisconsin that were so large that historians see them as turning points.(S)</p> <p>CHAPTER 5:</p> <p>* I can explain ways the Black Hawk War was a turning point for Wisconsin (R)</p> <p>* I can explain the affect the signing of treaties had on new settlers.(S)</p>		<p>judicial</p> <p>legislators</p> <p>legislature</p> <p>massacred</p> <p>militia</p> <p>representatives</p> <p>survey</p> <p>territory</p> <p>treaties</p>
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				<p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	History (Week 32, 7 Weeks)	<p>RS: Reportable Standards RS: Grade 4</p> <hr/> <p>Social Studies Student</p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze Wisconsin and the United States.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 3-5</p> <hr/> <p>Economics Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). Econ2.a: Consumers, Producers, and Markets SS.Econ2.a.3-4</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>JA: Our Region:</p> <p>Students choose a historical time period to study.</p> <p>Civil War</p>	<p><u>Chapter 10 and 11</u></p> <ul style="list-style-type: none"> • How does a historical event affect the people in Wisconsin and others? • What impact did the historical time period have on .. 	<p>Civil War</p> <p>WWI</p> <p>Great Depression</p> <p>WWII</p> <p>Korean War</p> <p>Vietnam War</p> <p>Civil Rights</p> <p>Gulf War/9-11</p> <p>tourism</p>

		<p>Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p> <p>Reportable Standard 4: I can analyze past and present by Thinking Like A Historian</p>	<p>Differentiate between goods and services.</p> <p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - History Change, Continuity, and Context</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>Causation and Argumentation</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>	<p>WWI</p> <p>Great Depression</p> <p>WWII</p> <p>Korean War</p> <p>Vietnam War</p> <p>Civil Rights</p> <p>Gulf War/9-11</p> <p>Reportable Standard 1: Students are able to effectively use a variety of geographical representations to analyze Wisconsin and the United States.</p> <ul style="list-style-type: none"> I can explain what turning points shaped the area that we see and live in today (P) I can explain how reading maps help us learn more about the state, region, nation, and world we live.(S) <p>Reportable Standard 2: Students can identify differences among</p>	<p>people in Wisconsin and others?</p> <ul style="list-style-type: none"> What if the historical time period never happened? 	<p>neutral</p> <p>activist</p> <p>capitalist economy</p> <p>Civil Rights movement</p> <p>Cold War</p> <p>communist government</p> <p>developers</p> <p>equal rights</p> <p>globalization</p> <p>protested</p> <p>terrorist</p>
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				<p>how those groups affect the development and government of a society.</p> <ul style="list-style-type: none">• I can explain how a historical time period affects groups of people (R)• I can show how a historical time period affected Wisconsin's state development of roads, industry and tourism (R)• I can explain how a historical time period affected Wisconsin today. (K) <p>Reportable Standard 4: I can analyze past and present by Thinking Like A Historian</p> <ul style="list-style-type: none">• I can explain how life changed in Wisconsin after a historical event (P)• I can explain/identify what events of a particular time period made for good times, hard times, and better times for those		
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				<p>them. (S)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 5 Social Studies Grade 5 (D)	Economics: Financial Literacy (Week 2, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p><u>RS: Grade 5</u></p> <p>Social Studies Student</p> <p>Reportable</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 5</p> <p><u>Dimension 2 - Economics</u></p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I can explain the 	<p>What is a financial institution, and what does it do?</p> <p>How do I use a checking</p>	

<p>2020-2021 10 Curriculum Developers</p>		<p>Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p>	<p>Economic Decision Making</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>Exchange and Markets</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>duties and benefits of a financial institution.</p> <ul style="list-style-type: none"> • I can show how to properly and responsibly use a checking account. • I understand the benefits of saving money. <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 	<p>account?</p> <p>Why should I save money?</p> <p>What is the difference between a debit and a credit card?</p>	
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	<p>Economics: Community and Economy (Week 4, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5</p> <p>Dimension 2 - Economics Economic Decision Making</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>Exchange and Markets</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I can explain an economy and how it affects a community. • I understand how a free enterprise system works. • I can show how taxes help our community. <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do 	<p>What is an economy, and how does it work?</p> <p>How does a free enterprise system work?</p> <p>What are taxes, and what do they pay for?</p>	
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				with what I know		
	<p>Economics: Work Readiness & Careers (Week 6, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5</p> <p>Dimension 2 - Economics Economic Decision Making</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>Exchange and Markets</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards:</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I understand why new businesses form and what causes them to succeed or fail. (K) • I can explain why market value and productivity are key factors in how much money a employee can earn. (S) • I can compare and contrast how banks, labor unions, and the Federal Reserve and can explain their roles.(R) • I will explore the types of careers available in the fields I am interested in. (P) 	<p>How do I know what kind of career is right for me?</p> <p>How do I get employed?</p>	

			<p>Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	<p>Geography Unit (Week 8, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 3: Students can identify the location of places and regions and explain their</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5 Dimension 2 - Geography Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other</p>	<p>What can geography teach us about the United States?</p>	<p>Climate</p> <p>Compass</p> <p>Geography</p> <p>Globe</p> <p>Government</p> <p>Landform</p> <p>Latitude</p>

		<p>environmental characteristics.</p>	<p>and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>relationships between the locations of places and regions and their environmental characteristics.</p> <p>Today I can...</p> <ul style="list-style-type: none"> • Identify key elements of a world map and key geographic terms. (K) • Use latitude and longitude to determine absolute locations on Earth. (S) • Label major physical features of the United States.(S) • Draw and label a map. (P) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my 		<p>Longitude</p> <p>Physical Feature</p> <p>Vegetation</p>
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				<ul style="list-style-type: none"> Reasoning (R)- What I can do with what I know 		
	Age of Exploration (Week 11, 2 Weeks)	<p>RS: Reportable Standards RS: Grade 5</p> <hr/> <p>Social Studies Student</p> <p>Reportable Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p> <p>Reportable Standard 3: Students can identify the location of places and regions and explain their environmental characteristics.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Geography Human Population: Spatial Patterns and Movements</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>Today I can...</p> <ul style="list-style-type: none"> identify reason why explorers traveled to new lands. understand that archaeologists use artifacts from the past to understand how 	<p>Why did Europeans start looking for new places to explore/live?</p> <p>Who did the the Age of Exploration affect the most?</p>	<p>astrolabe</p> <p>cash crop</p> <p>colony</p> <p>conquistador</p> <p>Northwest Passage</p> <p>Mayflower Compact</p> <p>monarchy</p> <p>representative government</p> <p>settlement</p>

			<p>the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>and why people moved from place to place.</p> <ul style="list-style-type: none">• realize why religion and conflict between countries causes people to explore and look for new homes. <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>Today I can...</p> <ul style="list-style-type: none">• understand the impact that humans can have on a regions natural resources.• see the importance of waterways in the placement of colonies.		
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2. Label each learning

				<p>target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	<p>Early English Settlements (Week 13, 2 Weeks)</p>	<p>RS: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5 Dimension 2 - Geography Human-Environment Interaction: Place, Regions, and Culture</p> <p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>Human Population:</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I understand the challenges and difficulties colonists faced when moving to a new place. • I can compare and contrast the colonial region of New England, the Middle Colonies, and the Southern Colonies. 	<p>What challenges faced the first English colonies?</p> <p>How were the three colonial regions alike and different?</p>	<p>colonist</p> <p>democratic</p> <p>Mayflower Compact</p> <p>monarchy</p> <p>representative government</p> <p>settlement</p>

			<p>Spatial Patterns and Movements</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<ul style="list-style-type: none"> I can give examples of the types of careers people had during the colonial era. <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> Knowledge (K)- What I need to know Skill (S)- What I can demonstrate Product (P)- What I can make to show my learning Reasoning (R)- What I can do with what I know 		
	Cooperation and Conflict in North America (Week 15, 3 Weeks)	RS: PRIORITY: Reportable Standards <u>RS: Grade 5 Social Studies</u>	PRIORITY C3: C3 Framework for Social Studies <u>C3: By the End of Grade 5</u>	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the	What challenges faced the first English colonies? How were the three colonial	Apprentice Assembly Bill

		<p>Student</p> <p>Reportable Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p> <p>Reportable Standard 3: Students can identify the location of places and regions and explain their environmental characteristics.</p>	<p>Dimension 2 - Civics</p> <p>Civic and Political Institutions</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>Processes, Rules and Laws</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>Dimension 2 - Economics</p> <p>Economic Decision Making</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>Exchange and Markets</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and</p>	<p><u>unit.</u></p> <p>Civic and Political Institutions</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>Today I can:</p> <ul style="list-style-type: none"> Analyze the causes and effects of events before and during King Philip's War. (R) Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. (R) <p>Processes, Rules and</p>	<p>regions alike and different?</p> <p>What were key parts of life for Southern colonists in the 1700s?</p>	<p>Capitol</p> <p>Colonist</p> <p>Craftsman</p> <p>Democratic</p> <p>Economy</p> <p>Grant</p> <p>Indentured Servant</p> <p>Industry</p> <p>Jamestown</p> <p>Mayflower Compact</p> <p>Monarchy</p> <p>Plantation</p> <p>Plymouth</p> <p>Politics</p> <p>Representative government</p> <p>Roanoke</p> <p>Royal Colony</p> <p>Settlement</p> <p>Spiritual</p>
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services.

Dimension 2 - Geography
Geographic Representations: Spatial Views of the World

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Dimension 2 - History Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

College, Career and Civic Life

Laws

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

Today I can:

- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. (R)
- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia. (K)
- Compare and contrast the New England, Middle, and Southern colonies. (R)

Economic Decision Making

Trade

West Indies

Williamsburg

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

Today I can:

- Analyze the causes and effects of events before and during King Philip's War. (R)
- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. (R)
- Compare and contrast the New England, Middle, and Southern colonies. (R)

Exchange and Markets

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

Today I can:

- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. (R)
- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia. (K)
- Compare and contrast the New England, Middle, and Southern colonies. (R)

Geographic
Representations: Spatial
Views of the World

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental

characteristics.

Today I can:

- Locate American Indian and English settlements on a map of colonial southern New England. (S)
- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia. (S)
- Compare and contrast the New England, Middle, and Southern colonies. (R)
- Draw conclusions from a map. (R)

History Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

Today I can:

- Analyze the causes and effects of events before and during King Philip's War. (R)
- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth. (R)
- Compare and contrast the New England, Middle, and Southern colonies. (R)

2. Label each learning target using the following categories:

- Knowledge (K)-

				<p>What I need to know</p> <ul style="list-style-type: none"> • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
Slavery in the Americas (Week 17, 1 Week)	<p>RS: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p>	<p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5 Dimension 2 - Geography Human-Environment Interaction: Place, Regions, and Culture</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I can understand the impact of slavery on Africans living in America and in their home countries. • I can explain why the life of a slave was often difficult. 	<p>What is the impact that slavery had on the Americas?</p> <p>What was the impact of slavery on Africans across the globe?</p>	<p>Middle Passage</p> <p>overseer</p> <p>slave auction</p> <p>slave trade</p> <p>triangular trade</p>	

			<p>Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
	The Road to War (Week 18, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grade 5 Social Studies Student</p> <p>Reportable Standard 1: Students can understand and explain how types of resources and their distribution influence a society.</p>	<p>PRIORITY WI: Social Studies Grade 4 Behavioral Sciences Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Civic and Political Institutions</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including</p>	<p>What British actions angered the colonists in the 1700s?</p> <p>What were the arguments for and against colonial independence from Great Britain?</p> <p>What are the main ideas in the Declaration of Independence?</p>	<p>Act</p> <p>Boycott</p> <p>Declaration of Independence</p> <p>Delegate</p> <p>Equality</p> <p>First Continental Congress</p> <p>Import</p>

		<p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p>	<p>study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p> <p>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</p> <p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 5</p> <hr/> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>Processes, Rules and Laws</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p>	<p>through government, workplaces, voluntary organizations, and families.</p> <p>Today I can...</p> <ul style="list-style-type: none"> Discover what British actions angered the colonists and how did they object. Compare and contrast the Patriots and Loyalists <p>Processes, Rules and Laws</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>Today I can...</p> <ul style="list-style-type: none"> Look at the British and the Colonists and determine how each of their laws 		<p>Independence</p> <p>Loyalists</p> <p>Massacre</p> <p>Militia</p> <p>Minuteman</p> <p>Neutral</p> <p>Patriots</p> <p>Parliament</p> <p>Proclamation</p> <p>Protest</p> <p>Repeal</p> <p>Resolution</p> <p>Second Continental Congress</p> <p>Taxation without Representation</p> <p>Traitor</p> <p>Treason</p> <p>Tyrant</p>
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**Dimension 2 - History
Causation and
Argumentation**

D2.His.14.3-5. Explain probable causes and effects of events and developments.

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and rules may have changed society.

- Discover the main ideas of the Declaration of Independence.

Dimension 2 - History

Causation and
Argumentation

D2.His.14.3-5. Explain probable causes and effects of events and developments.

Today I can...

- Discuss with a group of peers the causes and effect of events leading up to the American Revolution

2. Label each learning target using the following categories:

				<ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
American Revolution (Week 20, 1 Week)	<p>RS: PRIORITY: Reportable Standards <u>RS: Grade 5 Social Studies Student</u></p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p> <p>Reportable Standard 3: Students can identify the</p>	<p>PRIORITY C3: C3 Framework for Social Studies <u>C3: By the End of Grade 5</u></p> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>Dimension 2 - Geography Geographic</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I understand the reasons that people chose to fight on both sides of the war. (K) • I can explain the impacts the war had on communities in the colonies. (R) • I can show the important battles and turning points in the 	How did the colonists win the American Revolution?	<p>Enlist</p> <p>Home Front</p> <p>Mercenary</p> <p>Revolution</p> <p>Strategy</p> <p>Tactic</p> <p>Treaty</p> <p>Turning Point</p> <p>Volunteer</p>	

		<p>location of places and regions and explain their environmental characteristics.</p>	<p>Spatial Views of the World</p> <p>D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>Dimension 2 - History Perspectives</p> <p>D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>Causation and Argumentation</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p>	<p>War. (S)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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			Civic Life			
	Constitution (Week 21, 1 Week)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grade 5</p> <p>Social Studies Student</p> <p>Reportable Standard 2: Students can identify differences among groups of people and how those groups affect the development and government of a society.</p>	<p>PRIORITY C3: C3 Framework for Social Studies</p> <p>C3: By the End of Grade 5</p> <p>Dimension 2 - Civics Processes, Rules and Laws</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).</p> <p>College, Career and Civic Life</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • I understand the importance of the Constitution in relation to the formation of the United States Government. (K) • I can identify important passages in the onstitution. (R) • I can explain who the writers were of the Constitution and why it was important to them. (K) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know 	<p>What are the key features of the U.S. Constitution?</p> <p>What are the basic rights and freedoms of the American people?</p>	<p>Amendment</p> <p>Appeal</p> <p>Articles of Confederation</p> <p>Bill of Rights</p> <p>Cabinet</p> <p>Checks and Balances</p> <p>Civil</p> <p>Compromise</p> <p>Constitution</p> <p>Constitutional Convention</p> <p>Due Process</p> <p>Executive Branch</p> <p>Impeach</p> <p>Judicial Branch</p> <p>Jury</p> <p>Legislative Branch</p> <p>Monarchy</p>

				<ul style="list-style-type: none"> • Skill (S)- What I can demonstrate • Product (P)- What I can make to show my learning • Reasoning (R)- What I can do with what I know 		<p>Prejudice</p> <p>Ratify</p> <p>Rule of Law</p> <p>Veto</p>
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